



Colby-Sawyer College

New London, New Hampshire

2004-2005 Catalog



*Learning
Among
Friends*

Catalog

2004–2005



Colby-Sawyer College

541 Main Street
New London, NH 03257

(603) 526-3000

Web site: www.colby-sawyer.edu

Colby-Sawyer College

COLBY-SAWYER COLLEGE admits students of any race, color, gender, or national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the college. Colby-Sawyer College does not discriminate on the basis of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other college administered programs. A copy of audited financial statements is available upon receipt of written request.

The *Colby-Sawyer College Catalog* represents the college's best academic, social, and financial planning at the time the *Catalog* is published. Course and curriculum changes, modifications of tuition, housing, board, and other fees, plus unforeseen changes in other aspects of Colby-Sawyer life sometimes occur after the *Catalog* has been printed but before the changes can be incorporated into a later edition of the same publication. Because of this, Colby-Sawyer College does not assume a contractual obligation with any party concerning the contents of this *Catalog*.

NEAS&C

**New England Association
of Schools and Colleges
Accredited Member**

Colby-Sawyer College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the NEASC should be directed to the administrative staff of the institution. Individuals also may contact

Commission on the Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Rd.
Bedford, MA 01730-1433, USA

(781) 271-0022, Fax (781) 271-0950

Web site: www.neasc.org/cihe/cihe.htm



Printed on recycled paper

Table of Contents

| | | | |
|--|------------|---|-----|
| College Calendar | iv | Academic Policies | 165 |
| The College | 1 | Graduation Requirements | 166 |
| Mission Statement | 2 | Course Credit and Course Load | 167 |
| History of the College | 6 | Credit by Examination | 167 |
| Campus Facilities | 7 | Auditing Courses | 168 |
| Residence Halls | 11 | Grading System | 168 |
| Athletic and Recreational Facilities | 12 | Satisfactory Academic Standing | 170 |
| The Curriculum | 15 | Athletic Eligibility | 172 |
| Overview of Curriculum | 16 | Academic Honesty | 173 |
| Liberal Education Program | 16 | Leave of Absence and Withdrawal | 177 |
| Baccalaureate Programs | 23 | Major Acceptance | 179 |
| Teacher Preparation Programs | 24 | Double Major | 180 |
| Associate Degree Program | 24 | FERPA | 180 |
| Minor Programs | 24 | Honors and Awards | 182 |
| Major Programs and Course Offerings | 25 | Academic Support Services | 186 |
| American Studies | 26 | Academic Advising | 186 |
| Art | 27 | Academic Development Center | 186 |
| Graphic Design | 30 | Career Development Center | 187 |
| Biology | 41 | Special Academic Programs | 187 |
| Business Administration | 48 | English Language and | |
| Chemistry | 57 | American Culture Program | 187 |
| Child Development | 59 | Wesson Honors Program | 188 |
| Communication Studies | 64 | Student Exchange Program | 189 |
| Community and Environmental | | Internships | 189 |
| Studies | 74 | Teaching Assistantships | 190 |
| Computing | 80 | Independent Study | 191 |
| Dance | 81 | Study Abroad | 191 |
| Economics | 82 | Admissions and Financial Aid | 193 |
| Education (Teacher Preparation) | 83 | Admission Requirements | 194 |
| Early Childhood | 84 | Admission Procedures | 194 |
| Art | 86 | International Students | 196 |
| English Language Arts | 87 | Transfer Students | 197 |
| Social Studies | 88 | Financial Aid Policy | 199 |
| English | 91 | Financial Aid Procedures | 199 |
| English as a Second Language | 100 | Scholarships, Grants, and Loans | 200 |
| Exercise and Sport Sciences | 100 | Financial Information | 203 |
| Fine and Performing Arts | 116 | Annual Charges | 204 |
| Government | 116 | Special Fees | 205 |
| History, Society and Culture | 117 | Refunds | 206 |
| Humanities | 124 | Student Services | 209 |
| Information Management | | College Governance and | |
| and Technology | 125 | Campus Directory | 221 |
| Interdisciplinary Studies | 126 | College Governance | 222 |
| Mathematics | 126 | Board of Trustees | 224 |
| Modern Languages | 128 | Emeriti | 225 |
| Music | 129 | Faculty | 226 |
| Nursing | 130 | Offices of the College | 233 |
| Pathway | 136 | Alumni Association | 234 |
| Philosophy | 143 | Parent and Family Relations | 234 |
| Physics | 146 | Index | 235 |
| Psychology | 147 | | |
| Religious Studies | 153 | | |
| Science | 154 | | |
| Sociology | 155 | | |
| Theatre | 157 | | |
| Women's Studies | 159 | | |
| Writing | 161 | | |

College Calendar

2004–2005

Fall Semester

| | |
|--|----------------------|
| New Students Arrive/Orientation Begins | Sept. 10 |
| Convocation | Sept. 10 |
| Returning Students Arrive | Sept. 12 |
| First Day of Classes | Sept. 13 |
| Last Day to Add Classes | Sept. 20 |
| Spring Internship Request Deadline | Oct. 5 |
| Pass/Fail Deadline | Oct. 8 |
| Family Weekend | Oct. 8–10 |
| Fall Recess (no classes) | Oct. 18 |
| Deadline to Remove an Incomplete Grade | Oct. 22 |
| Teacher Preparation Application Deadline | Oct. 22 |
| Deadline for submission of Mid-semester Grades | Oct. 29 |
| Major Acceptance Application Deadline | Oct. 29 |
| Spring Registration | Nov. 8–12 |
| Last Day to Drop Courses with No Grade Penalty | Nov. 12 |
| Thanksgiving Recess (begins after last class) | Nov. 23 |
| Classes Resume | Nov. 29 |
| Last Day of Classes | Dec. 14 |
| Reading Days | Dec. 15 & 19 |
| Final Examinations | Dec. 16, 17, 18 & 20 |

Spring Semester

| | |
|--|-----------------------|
| New and Returning Students Arrive | Jan. 18 |
| First Day of Classes | Jan. 19 |
| Last Day to Add Classes | Jan. 25 |
| Pass/Fail Deadline | Feb. 14 |
| Winter Recess (no classes) | Feb. 21 |
| Deadline to Remove an Incomplete Grade | Feb. 25 |
| Deadline for submission of Mid-semester Grades | Mar. 4 |
| Major Acceptance Application Deadline | Mar. 4 |
| Teacher Preparation Application Deadline | Mar. 4 |
| Summer and Fall Internship Request Deadline | Mar. 5 |
| Last Day to Drop Courses with No Grade Penalty | Mar. 11 |
| Returning Student Fall Registration Deposit Deadline | Mar. 11 |
| Spring Recess (begins after last class) | Mar. 11–20 |
| Classes Resume | Mar. 21 |
| Fall Registration | Apr. 4–8 |
| Last Day of Classes | May 4 |
| Reading Days | May 5, 7 & 8 |
| Final Examinations | May 5, 6, 9, 10 & 11* |
| Commencement | May 14 |

* May 5 exams begin at noon and May 11 exams end at 12:30 p.m.

THE COLLEGE

Colby-Sawyer College

Mission Statement

Colby-Sawyer College, founded as a coeducational academy in 1837 and engaged in higher education since 1928, is an independent, coeducational, residential, undergraduate college that strives to lead in offering co-equal education to women and men. The college provides programs of study that innovatively integrate liberal arts and sciences with professional preparation. Through all of its programs, the college encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so they may gain understanding about themselves, others, and the forces shaping our rapidly changing and pluralistic world.

Colby-Sawyer College fosters academic excellence and individual development in an environment that:

- is committed to liberal studies as a foundation for lifelong learning
- provides close interaction among faculty, staff, and students
- emphasizes the importance of internship and other complementary educational experiences as a component of its academic programs
- challenges students to participate in leadership opportunities in and out of the classroom as a way of enhancing their individual development
- prepares graduates to define and pursue varied personal, educational, and career options.

Key Elements of the Mission

- **Innovative integration of the liberal arts and sciences with professional preparation**

A Colby-Sawyer education combines the values of liberal studies in the traditional arts and sciences with those of professional preparation. The Liberal Education Program fosters the development of skills and competencies and the acquisition of knowledge that is believed to be essential for all students.

Through a variety of major programs, students develop the knowledge and abilities that are required in the profession of their choice.

This approach to integrating liberal and professional studies provides the finest foundation for developing student potential and for preparing students to define and pursue their personal, educational, and career goals. The college accepts the challenge of continuing to discover and offer innovative approaches that encourage students to acquire the values, skills, competencies, and knowledge that will serve them well in the future.

- **Liberal education as a foundation for lifelong learning**

As students acquire the values, skills, competencies, and knowledge cited above, they begin the process of preparing to be lifelong learners. However, they also must develop an attitude of continuing openness to new learning and understand that this is essential for personal and professional fulfillment and success. Colby-Sawyer faculty and staff serve as role models for students by communicating directly their love for learning, engagement in and enthusiasm for the acquisition of new knowledge, and joy in the process of discovery. Since close-knit faculty, staff, and student relationships form the cornerstone of the personalized

Colby-Sawyer educational experience, the college, in hiring and retaining faculty and staff, gives priority to those who are dedicated teachers and are engaged sufficiently in their scholarship to serve as models for continued learning and discovery – in short, those who are, themselves, lifelong learners.

- **Knowledge necessary for professional careers**

Programs of study that are designed to prepare students for a particular profession provide opportunities to acquire the necessary theoretical and applied knowledge that permits students to function effectively in their field. Learning takes place on campus in classrooms, laboratories, studios, residence halls, career counseling and planning sessions at the Harrington Career Development Center, and in study sessions at the Academic Development Center. Off-campus internships and encounters with practicing professionals provide opportunities to integrate theoretical with practical learning. In each instance, students confront the challenges and issues that they will eventually encounter in their lives and careers.

- **Co-equal education**

Colby-Sawyer College was founded as a coeducational academy in 1837 and is, therefore, one of the oldest educational institutions in New Hampshire. In 1990, after many years as a college dedicated to the education of women, Colby-Sawyer returned to its coeducational roots. As a result of its long and successful history, its faculty and administrators envision and are well prepared to offer an undergraduate education in which student learning is free from gender bias, individual differences are valued, and gender issues are understood. Men and women are encouraged to live, learn, and work cooperatively, and dialogue is characterized by respect for ideas as well as for personal experience. Colby-Sawyer faculty and staff believe that such an education serves students well and enhances the roles of men and women in society.

The mission statement expresses the educational philosophy of the college. To assure that everyone in the community uses the mission as the framework for planning, decision making, and educational design, the college community has identified six learning outcomes that articulate more precisely the desired results of a Colby-Sawyer education.

The Learning Outcomes

A liberal education is never complete. It is a continuing process of discovering one's individual talents, developing one's abilities, and adapting to change. A liberal education involves development of knowledge, skills, and attitudes. Liberal education takes place through all of the experiences of college life, both in and out of the classroom. Liberally educated persons understand that they are part of a broader community. They appreciate the need to serve in that community and be responsible for themselves, for others, and for the natural environment.

Colby-Sawyer students will:

- **Learn and use a broad body of knowledge with depth in their major fields**

Through their liberal arts education, students will acquire knowledge produced by their experiences and the scholarly disciplines and will develop interdisciplinary understanding. Through their major program of study, students will gain significant depth of disciplinary knowledge, integrating the liberal arts and sciences with career preparation.

- **Enrich and deepen their self-knowledge**

Students will explore the elements of their private and public selves and integrate their personal, social, and academic experiences. They will explore the roles of intellect, emotion, body, and spirit in a person's well-being, and strive to lead lives that demonstrate responsibility to themselves, their society, and the earth.

- **Think creatively and critically**

Students will analyze, evaluate, understand, and synthesize new information and respond to it in considered and creative ways. They will develop qualitative and quantitative skills and use evidence to support and question opinions, ideas, and beliefs in personal, public, and professional life. They will be able to put ideas together in new ways and to engage in hypothetical reasoning – to imagine that which does not yet exist.

- **Communicate and interact effectively**

Students will articulate and understand their experiences through speaking, reading, writing, listening, movement, and the various modes of artistic appreciation and expression. They will develop competence with new and traditional methods of communication. They will apply these skills, demonstrating effective collaboration in their personal, social, and professional lives.

- **Act ethically and professionally**

Students will understand the ethical standards of their society and professions, make considered choices in their academic, personal, and professional lives, and accept responsibility for those choices. Students will develop effective ways to make moral distinctions, attain the qualities of character required to act on their ethical principles, and behave in a professional manner.

- **Understand and employ multiple perspectives**

Students will understand how diversity affects perspective. They will use personal, disciplinary, and interdisciplinary skills to explore the complexity of the past, present, and future. Through their understanding of diversity and history, students will develop an active sense of themselves as members of varied local and global communities. They will interact successfully with people whose experiences and world views are different from their own.

Values

The mission statement conveys the values of Colby-Sawyer College. These values guide our individual and collective decisions, and those decisions support the achievement of the learning outcomes. In all that it does, the college demonstrates the values of:

Excellence: We strive for excellence as individuals and as a learning community, and we seek to continuously improve that which we do. To these ends, our learning community:

- deepens and broadens knowledge, interests, and perspectives in all of its members
- assesses student needs, wants, and outcomes of the educational experience
- sets high academic expectations for our students while providing them the support they need to succeed

- fosters an environment in which continuous improvement is valued and rewarded for students, faculty, and staff
- provides continuing faculty and staff professional development opportunities
- provides resources to support student learning.

Responsibility: We are responsible for the consequences of our choices as they affect not only ourselves but also others and the community. To that end, our learning community:

- supports student choice and exploration
- respects individual choice
- holds students responsible for their own learning and the consequences of their choices
- promotes student self-assessment and goal setting
- provides support and mentoring for students in their learning and development.

Community: We communicate and collaborate freely to achieve our shared vision of the Colby-Sawyer College educational experience. To that end, our learning community:

- encourages clear and honest communication among its members and maintains a dialogue of integrity across the college
- sets and maintains high standards of professional and ethical behavior
- supports respect and collaboration among colleagues, students, and professional and local community members
- helps its members to acknowledge and work to resolve conflicts and to solve problems together.

Connectedness: We demonstrate our commitment to integrated learning and the connection of learning to life outside of the college. To that end, our learning community:

- fosters student learning outcomes across the college
- emphasizes the interdisciplinary nature of learning and living
- supports active and involved learning experiences in the classroom, the residence halls, student activities, internships, service learning, volunteer, and community settings
- assists students in making connections among disciplines and areas of experience and between their college and professional pursuits.

History of Colby-Sawyer

Colby-Sawyer is a college that has grown and changed in response to changing times and educational needs of students. The college had its origin in 1837 when a legislative charter was granted to 11 New London citizens for the purpose of establishing a school in the town. In May 1838, the Academy welcomed its first students, who began what was to become a cherished tradition of education. The original New London Academy Building still stands on the New London town green.

Susan Colby served as the first teacher and principal. She later married James B. Colgate of New York and remained actively involved with the school's progress. Each generation of Susan Colby Colgate's family has been identified with the life of the college. Colgate Hall, the central academic and administrative building on campus, was the gift of her daughter, Mary Colgate. This special relationship with the Colby family was formally recognized in 1878 when the New London Academy was renamed Colby Academy.

In 1928, after 90 years as a coeducational academy, Colby Academy became a junior college for women. Under the strong leadership of President H. Leslie Sawyer, Colby Junior College became widely recognized and acquired a national reputation. Enrollment grew and new buildings were constructed to meet the growing number of applicants to the college's programs. In 1943 the College Charter was amended to allow for the introduction of baccalaureate programs. As these programs were gradually expanded, more and more students enrolled and the character of the college shifted as women began to move in increasing numbers into the baccalaureate programs. In 1975 the college was renamed Colby-Sawyer in honor of its first president and in recognition of its expanded mission. In 1989 the Board of Trustees voted to admit both men and women, returning the college to its coeducational roots.

Dr. Sawyer served as president until his retirement in 1955. For the next 30 years his successors contributed to further growth and expansion, each one leaving an individual stamp on the college as a scholar and educator. Presidents Eugene M. Austin (1955-1962) and Everett M. Woodman (1962-1972) shaped the development and diversity of the student body and had a vision for the future during a period of unusual prosperity. The college began its transition to a senior institution during the administration of Louis C. Vaccaro (1972-1978) and completed this change under the presidency of H. Nicholas Muller III (1978-1986). Dr. Muller was instrumental in the establishment of the Susan Colgate Cleveland Library/Learning Center, which won awards for its innovative design and today provides an environment that is extraordinarily conducive to study and learning. During the tenure of Peggy A. Stock (1986-1995), the college increased enrollment, completed a successful capital campaign, and renovated or constructed several buildings, including Rooke Hall.

Anne Ponder became the seventh president of Colby-Sawyer College in March 1996. Dr. Ponder has led the college to return the historic lodge now known as Lethbridge Lodge at Colby-Sawyer to campus for student use, to extend the college's contiguous land holdings to 200 acres, to build two new residence halls, and to enhance academic facilities and programs.

Campus Facilities

Colby-Sawyer is located on the crest of a hill in New London, New Hampshire, in the heart of the Lake Sunapee region. The combination of beautifully maintained grounds and stately buildings creates a physically splendid environment for learning. Campus architecture ranges from the classic Georgian of Colgate Hall to the contemporary architecture of the innovative Susan Colgate Cleveland Library/Learning Center. The campus is safe, comfortable, and accessible, and one can walk to all major buildings without leaving the campus or requiring special transportation.

William T. Baird Health and Counseling Center (1954)

This building, named for William T. Baird, former chairman of the Board of Trustees, houses the college's health and counseling services, which are available to all full-time matriculated students.

Baker Communications Center (1996)

The center, located on the third floor of Colgate Hall, was a gift from Martine Baker-Anderson, Class of 1959, in memory of her father, Elbert H. Baker II; and it is a tribute to his distinguished career in the newspaper and communications industry. The center includes the college radio station (WSCS-FM), two electronic "smart" classrooms, offices for the student newspaper, *The Courier*, a new video studio and editing room, and academic spaces.

Colby Homestead (1800)

Beginning in February 2004, the Advancement Office (including Alumni Relations, Development, Research, Stewardship and the Vice President of Advancement) have been located in the Colby Homestead. Previously, the building served as a private residence for college staff and administrators. The historic building, which the college purchased in 1981, was once the home of Anthony Colby, the governor of New Hampshire (1846 to 1847).

Colgate Hall (1911)

The central building on campus is Colgate Hall, built in 1911 to house the entire teaching and living facilities of Colby Academy. Reconstructed, altered, and enlarged many times, this building constitutes the center of the college. Visitors are welcomed to Colgate Hall in the elegant Thornton Living Room. Colgate Hall houses the admissions office, communications office, other administrative offices, classrooms, bookstore, student computer facilities, the Campus Safety Office, and the departments of Business Administration, Social Sciences and Education, Nursing, and Humanities. Colgate Hall also houses large, sky-lit painting studios and photography darkrooms and labs.

The building name honors the Colgate family, whose members were dedicated supporters of the college. Susan Colby, who became Mrs. James B. Colgate, was the first teacher and principal of Colby Academy, and her son James C. Colgate and daughter Mary Colgate dedicated the building in 1912. The portico facing the college quadrangle was built in 1958, the gift of Mrs. Susan Colgate Cleveland and her sister Mrs. John Sloan, daughters of James C. Colgate.

Susan Colgate Cleveland Library/Learning Center (1985)

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns.

The five-level structure houses the Information Resources Department, which provides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes, and compact discs. Fully automated with an online Catalog of holdings and Internet/World Wide Web access, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading, and research. The 10 PC technology-enabled training room is available for meetings, workshops, and classes. Wireless network and Internet access is available in two computer areas consisting of 14 PCs each. A 25-seat computer classroom also is available for individual use when classes are not scheduled.

Cleveland, Colby, Colgate Archives (1996)

The archives were dedicated in June 1996 and named for three families who have played important roles in the history of Colby-Sawyer College and the Town of New London. The archives, located in the wing connecting the Colby Homestead to the Susan Colgate Cleveland Library/Learning Center, house records, documents, artifacts, and other materials of significant historical interest to the college and the Cleveland, Colby, and Colgate families.

Harrington Center (1930)

The center is a nine-room building built in 1930 as a residence for the farm manager of the Colby Homestead. It was renovated in 1992. Situated near the Susan Colgate Cleveland Library/Learning Center, it now houses the Career Development Program, Internships and Community Service programs, and staff in communications.

Dan and Kathleen Hogan Sports Center (1991)

The center is named for Dan Hogan, a former trustee and benefactor of the college, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation, and community fitness. The 63,000-square-foot building contains the multi-purpose Coffin Field House with suspended running/walking track, the Knight Natatorium six-lane swimming pool, locker rooms, aerobics studio, the Elizabeth Kind Van Cise Fitness Center, athletic department offices, Chargers Club Conference Room, the sports medicine clinic, and racquet sports courts. The center is available to all students for individual fitness and recreation, intramurals, and swimming, and is the primary facility for indoor athletic events at the college.

Curtis L. Ivey Science Center (2004)

The Curtis L. Ivey Science Center is a two-story, 32,000-square foot building that houses the college's Natural Sciences department and the Institute for Community and Environment. As the new center for science education, the facility accommodates eight laboratories and six classrooms, with faculty and student

offices on both floors. A 180-seat auditorium is located on the first floor. The building was named for Curtis L. and Doris Ivey, who contributed a major gift for science education in memory of their children, Curtis Ivey Jr. and Elizabeth Ivey Jurgenson.

James House (1931)

The Academic Development Center is located in James House, which was renovated in 1987. It provides academic support services to all Colby-Sawyer students, including students with documented learning differences. James House is named for William James, American philosopher.

Lethbridge Lodge (1998)

From 1934 until 1996, the Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London's first meeting house, originally erected in 1788. Lethbridge Lodge, named in honor of trustee and friend, George M. "Bud" Lethbridge, was reconstructed on campus in 1998. The building has a greatroom with a fireplace, snack bar, and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.

Mercer Hall (1963/2002)

Mercer Hall recently underwent a \$1 million renovation. The building includes refurbished classrooms, conference areas, laboratories, and office space for students, faculty, and staff affiliated with the Exercise and Sport Sciences Department. A 20-foot addition, a climbing wall, an expanse of windows overlooking Mt. Kearsarge, and a colonnade are included in the renovations. Named for former trustee William C. Mercer and his wife, Ramona Wells Mercer '41, the building was rededicated in the fall of 2002. The building was originally built in 1963 with funds raised by Dr. Eugene Austin, second president of the college.

President's House (1937)

The President's House on Main Street, across from the campus, was one of several gifts from Mary Colgate to the college. Surrounded by spacious lawns and well-groomed gardens, this house provides a gracious setting for social and celebratory events.

Reichhold Science Center (1962)

The center was made possible through the generosity of Mr. Henry H. Reichhold, father of Colby-Sawyer alumna Ingrid Reichhold Wagner '51. The center provides classrooms, laboratories, faculty offices, and a seminar room.

Sawyer Fine Arts Center (1959)

The Sawyer Fine Arts Center was named in honor of Dr. H. Leslie Sawyer, who served as headmaster of Colby Academy from 1922 to 1928 and as first president of the college from 1928 until his retirement in 1955. The theatre accommodates the college community for concerts, lectures, theatre productions, films, and co-curricular programs. The center also provides a seminar hall, teaching studios, the art-history media library, the Everett and Ruth Woodman Dance Studio, and offices for the Fine and Performing Arts Department.

Marian Graves Mugar Art Wing and Art Gallery (1960)

The Fine and Performing Arts Department and the Gallery adjoin the Sawyer Fine Arts Center. The building was named by Stephen P. Mugar, former trustee and devoted benefactor of the college, to honor his wife. Instructional facilities include art history lecture rooms, and studios for basic design, drawing, ceramics, and printmaking. The gallery features major exhibitions, which are integrated with the curriculum.

Frances Lockwood Bailey Graphic Design Studio (1991)

The Lockwood family, in memory of Frances Lockwood Bailey '73, granted funds to Colby-Sawyer to provide a fully equipped studio learning environment for graphic design students. The studios, located in the Sawyer Fine Arts Center, offer current graphic design technology, including Macintosh computers, digital imaging equipment, and large format color printers.

Ware Campus Center (1987)

The Ware Campus Center, named in honor of Judge Martha Ware '37, trustee and benefactor, provides a common gathering place and is the site of many educational and social events. The center houses the campus dining room, Alumni Lounge, Campus Activities Office, Wheeler Hall, the mail room, copying services, and informal recreational space. Also located in the Ware Campus Center are offices for the dean of students, assistant dean of students, residential education, citizenship education, the Student Government Association, Campus Activities Board, yearbook, Students in Free Enterprise, Ware Conference Room, and Board of Trustees Conference Room.

Windy Hill School (1976)

The Windy Hill School is the laboratory school for the Child Development Program and includes toddler, nursery, and kindergarten programs. Windy Hill is located in the lower levels of Abbey and Burpee residence halls. Supervised by licensed teachers, the school provides practical experience for students interested in child development and early childhood education. Teaching internships for child development students interested in K-3 teacher certification also are offered here. The college's laboratory school enjoys a reputation for excellence in child development.

Residence Halls

The college's 11 residential living facilities each accommodate from 35 to 115 students. Each hall provides a living room and laundry room and some provide kitchen facilities. Most of the halls bear the name of a person or family closely associated with college history. They are described below.

Abbey Hall (1940)

Abbey Hall was named to honor Mrs. Emily F. Abbey Gill, who made generous contributions to leading New England colleges especially concerned with the education of women. Abbey accommodates 66 students.

Austin Hall (1965)

Austin Hall was named in honor of Dr. Eugene M. Austin, president of the college from 1955 to 1962. The building originally served as the physical education center and became a residence hall in 1965, after what is now Mercer Hall was completed. Austin accommodates 61 students.

Best Hall (1954)

Best Hall was named for Dr. Samuel M. Best, football coach at the Academy, member of the Board of Trustees from 1933 until 1968, and chairman from 1933 until 1968. Best accommodates 115 students.

Burpee Hall (1934)

Perley Burpee, a shoemaker and farmer who married Judith Colby, sister of Governor Anthony Colby, was among the 11 men who procured the original charter for Colby Academy in 1837. The home he built in 1816 still stands on Main Street, one block east of the campus. His grandchildren, Wilfred E. Burpee, class of 1882, and Mary Burpee Macomber, class of 1885, served as trustees from 1907 to 1948 and from 1905 to 1952 respectively. Erected wing by wing over three years, Burpee Hall housed the library collection until 1949. Burpee Hall accommodates 116 students.

Colby Hall (1931)

Created through a gift from Mary Colgate, this residence hall was named in honor of a New London family important to the history of the school. One of the 11 founders of the Academy, Anthony Colby was a nineteenth-century New Hampshire governor and his daughter Susan was the first teacher and principal. Colby Hall accommodates 55 students.

Lawson Hall (1996)

Lawson Hall was named in honor of Charles J. "Chuck" Lawson and his wife Joan. Chuck served on the Board of Trustees from 1988 to 1998, the last six years as chairman. Lawson Hall has an elevator and accommodates 107 students in nine-person suites of double and single rooms. Each suite has its own kitchenette, bathrooms, and living room.

McKean Hall (1930)

McKean Hall was named for Dr. Horace G. McKean, principal and headmaster of the Academy from 1899 to 1905. McKean accommodates 39 students.

New Hall (2001)

The college's newest hall, as yet unnamed, opened in the fall of 2001 and houses 104 students in 10- and 11-person suites of double and single rooms. New Hall also features a conservatory, working greenhouse, seminar room, and the Wesson Honors suite.

Page Hall (1938)

Page Hall was named for the Reverend Charles L. Page, class of 1880. He served for 40 years as a member and chairman of the Board of Trustees. Page accommodates 48 students.

Rooke Hall (1994)

Rooke Hall was named for Robert Levi Rooke, whose generous bequest provided resources for its construction. He was the father-in-law of former trustee Natalie Davis Rooke '48 and Anastasia Payne Rooke '50, and grandfather of Marianne Rooke Fairall '73. Rooke Hall accommodates 102 students in 24 apartments. Each apartment has its own kitchen, bathroom, living room, and three bedrooms.

Shepard Hall (1932)

The Shepards were one of the original families to settle in New London. James Ely Shepard was an active trustee during the early days of the Academy and his son Charles E. Shepard, in addition to serving as a trustee for 20 years, operated the stagecoach service between New London and Potter Place. Shepard accommodates 59 students.

Athletic and Recreational Facilities

New London is a four-season recreational and cultural community known throughout New England for its beautiful lakes and mountains. Colby-Sawyer students enjoy access to many local and regional recreational amenities.

Golf

Magnificent golf courses are available within minutes of Colby-Sawyer's campus. The nearby Country Club of New Hampshire is open to the public and is ranked as one of the nation's top 75 public courses.

Dan and Kathleen Hogan Sports Center

This 63,000 square-foot center is named for Dan Hogan, college benefactor and former trustee, and his wife Kathleen. The center provides a beautifully designed and fully equipped facility for athletic programs, student recreation, and community fitness. It contains the multi-purpose Coffin Field House with suspended running/walking track, locker rooms, aerobics studio, the Elizabeth Kind Van Cise Fitness Center, Athletic Department offices, Chargers Club Conference Room,

sports-medicine clinic, racquet-sports courts, and the Knight Natatorium, a six-lane 25-yard pool with a one meter diving board. The center is available to students for individual fitness and recreation, intramural sports, and swimming, and is the primary facility for the college's intercollegiate athletic events.

Kelsey Athletic Fields and Mercer Field

The Kelsey Athletic Fields, dedicated October 1999, are named in honor of Patricia D. Kelsey, Colby-Sawyer trustee and former coach, and her husband Robert P. Kelsey Jr. In 1996 the college acquired 116 acres of land, of which 28 acres were developed into a premier baseball diamond, soccer/lacrosse field, and an all-purpose recreational field. The views of surrounding mountains from these facilities are breathtaking, and the Kelsey Athletic Fields are among New England's most beautiful college sports venues. Mercer Field, named in honor of Bill and Mona Mercer, a competition field near Lawson Hall, also complements the college's range of athletic and recreational sports programs.

Patricia D. Kelsey Tennis Courts

Six composition tennis courts are available for outdoor use from early spring until late fall. Relocated in 2001, these courts offer unparalleled views of Mt. Kearsarge.

Lakes and Mountains

Within minutes of campus, Lake Sunapee, Little Lake Sunapee, and Pleasant Lake provide students opportunities for boating, fishing, and swimming. The college is ideally located for hiking enthusiasts with Mt. Kearsarge and Mt. Sunapee each a 10-minute drive from campus. The college's location in the midst of ski country offers many opportunities for downhill and cross-country skiers of all levels. Mt. Sunapee, Eastman Ski Touring Center, Norsk Cross County Ski Center, and Ragged Mountain Ski Area are a short drive from the college.

Riding

Complete riding facilities are available to students within minutes of campus at Hiddenbrook Farm in Grantham. These facilities include an indoor riding arena used for lessons, varsity practices, and equestrian events. Stables also are available for boarding horses.



THE CURRICULUM

The Curriculum

An Overview of the Curriculum

The Colby-Sawyer curriculum is an expression of the belief that in this rapidly changing and pluralistic world the best undergraduate education is grounded in the liberal arts and sciences.

Liberal Education Program

Colby-Sawyer College launched a new Liberal Education Program in 2002. All students who enter the college in fall 2002 and thereafter will meet the following requirements:

1. Proficiencies

Purpose: To ensure that students master the skills they will need to perform effectively in the classroom and as members of the college community.

Requirements

- Writing: WRT 105 Writing I (students must earn a grade of at least C)
- Mathematics: Any math course numbered 122 or above
- Computing: CIS 105 Introduction to Computing

2. Pathway*

Purpose: To ensure that students develop the ability to integrate knowledge from several disciplines.

Goals of the Pathway:

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind
- to help students construct their own knowledge
- to develop students' ability to work collaboratively in a community of co-learners
- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience
- to help students achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper level study

Requirements

Each Pathway is a set of five courses that all relate to a theme. A variety of Pathway choices are offered each fall semester. This year's Pathway choices are listed in the Major Programs and Course Offerings section of this *Catalog*. A Pathway includes:

- PTH 101: First Year Seminar. This three-credit seminar is taken in the first semester.
- Three Stepping Stone courses chosen from at least five options. These courses must be completed by the end of the fourth semester. They fulfill Exploration

* Colby-Sawyer College would like to acknowledge our colleagues at the University of Oregon whose work inspired our use of the term Pathway and helped shape our thinking as we developed our new liberal education model.

requirements (listed below), and some may also fulfill requirements of the major.

- PTH 201: Sophomore Seminar. This three-credit seminar is taken in the fourth semester.

Students who do not earn a passing grade in PTH 101: First Year Seminar, must enroll and successfully complete another First Year Seminar as soon as one is offered. Students must also successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

3. Exploration Courses

Purpose: To ensure that students develop a breadth of understanding and perspective in the arts and sciences.

Goals of the Exploration Courses:

- to foster interdisciplinary thinking
- to emphasize the connectedness of learning
- to allow the student to acquire breadth of understanding and perspective
- to support the free exploration of ideas and perspectives

Requirements

Students are required to take a total of 8 Exploration courses. Some of these courses will be Pathway Stepping Stone courses, and some may also fulfill requirements for the major.

| | |
|--------------------------|--------------------------------------|
| Fine and Performing Arts | 1 course – 3 credit hours |
| History | 1 course – 3 credit hours |
| Humanities | 1 course – 3 credit hours |
| Literature | 1 course – 3 credit hours |
| Science | 1 laboratory course – 4 credit hours |
| Social Sciences | 1 course – 3 credit hours |

And, 1 course (3 or 4 credit hours) from 2 of the following areas:

| | |
|------------------------|----------------|
| Environmental Literacy | Media Literacy |
| Global Perspectives | Wellness |

Exploration Areas

Environmental Literacy

Environmental Literacy involves an understanding of the interrelations of natural and social-cultural systems, and the ways in which human agency can both degrade and sustain the environment. Environmental literacy courses examine environmental issues through several methods and analytical frameworks and offer an experiential learning component so that students can directly explore environmental responsibility. The study of environmental literacy provides students the opportunity to study, reflect, and explore ways of responding to one of the greatest challenges confronting humanity – ensuring a sustainable future for the human species and the planet.

Courses: BUS 321; CES 101, 201, 202, 312, 321; PHI 312

Fine and Performing Arts

The arts offer an understanding of culture through the study of art objects and visual communication. Art courses are interdisciplinary by nature and require an understanding of culture and historical context in order to understand the *objet d'art* and the intent of an artist. The study of art provides students with an understanding of how artists create works either through the study of art history or through creation of objects in a studio environment.

Courses: ART 100, 110, 125, 201, 202, 213, 230, 234, 240, 250, 260, 270; COM 101; DAN 110, 120, 130; MUS 103; THE 140, 201, 230; WRT 201

Global Perspectives

Global perspectives involve an understanding of the power, responsibility, and challenge associated with membership in a global community, economy, and environment. Global perspectives courses provide an understanding of the culture, values, and histories of other societies and encourage the development of tolerance and broad-mindedness. The study of global perspectives offers students the opportunity to develop an invaluable perspective from which to critique the assumptions and actions of our society and to appreciate the power of our society to influence world affairs.

Courses: BUS 323; COM 212, 244; ENG 224, 248, 249; GOV 100; PSY 221

History

History is the record and story of life as experienced by individuals and communities in the past. History courses provide the opportunity to understand the development of political, economic, and social institutions and the evolution of contemporary social issues. The study of history provides unique and essential insight into today's complex challenges and helps students develop the judgment necessary for thoughtful civic discourse and civil action.

Courses: AME 201; HIS 101, 102, 217, 218

Humanities

The humanities foster capacities for intellectual imagination and vision through study of some of humanity's greatest works; works that explore the nature and meaning of human existence. Humanities courses use such works to inspire and instruct students in the inclusion of ethical, aesthetic, and philosophical considerations into their decision making. In a rapidly changing world, the study of the humanities provides students a crucial means for the realization of their own potential and for educated and effective participation in democratic society.

Courses: ENG 263; HUM 201; PHI 100, 111, 205, 213, 214, 305; REL 100, 101, 205; WST 111

Literature

Literature utilizes a variety of textual forms and a variety of critical theories and interpretive methods to question, shape, and order human experience. Literature courses focus on an in-depth body of imaginative literature (arranged for study by either chronology, culture, genre, or theme) to challenge students to reflect on their own lives through an encounter with literary texts. The study of literature

offers students the opportunity to enrich and deepen their own forms of self-knowledge and expression through textual analysis.

Courses: CES 215, 229; ENG 213, 215, 216, 218, 220, 221, 222, 226, 229, 231, 232, 244, 245, 247, 251, 265

Media Literacy

Media Literacy enhances the ability to attend to the world's tools of conversation, the communications media, because those tools are potent forces that shape the world through their influence on a culture's intellectual and social preoccupations. Media literacy courses are concerned with specific, identifiable techniques that each medium uses to construct reality and to transmit values. The study of media literacy offers students the opportunity to comprehend the full range of meanings imbedded in all strata of culture and to develop the ability to make the critical and ethical judgments necessary to participate meaningfully in a democratic society.

Courses: COM 203, 209, 235, 241, 243; WST 243

Science

Science is a basic and formative part of the twenty-first century world, and each citizen must make personal and public choices that require knowledge about the content and method of science. Science courses focus on basic scientific principles and methods, the powers and limits of the scientific method, and the critical judgment and communication about scientific issues. The study of science offers students an introduction to the use of the scientific method to formulate and test hypotheses in a broad, interdisciplinary context applicable to the life of a non-scientist.

Courses: BIO 106, 107; CES 107; CHE 101; PHY 101; SCI 120, 130

Social Sciences

The Social Sciences focus on interactions among people, society, and institutions, based primarily in the present. Social Sciences courses provide an understanding of society and an introduction to multiple methods of inquiry and modes of reasoning that require the use of evidence to test ideas. The study of the social sciences offers students the ability to explore the relationship between personal and social worlds and to develop responsibility not only to themselves but also to the broader society in which they live by integrating a variety of ideas into their own informed perspectives.

Courses: BUS 115, 116; CES 116; ECO 101, 102; EDU 201; PSY 101; SOC 101

Wellness

The Wellness model focuses on the five integrated components of well-being: the spiritual, emotional, physical, intellectual, and social self. Wellness courses provide the opportunity to reflect on the various aspects of life that have an impact on health and well-being, to identify factors detrimental to well-being, and to shape choices and behaviors to improve well-being. The study of wellness offers students the opportunity to examine current science and literature to integrate health knowledge and to make life choices in a considered and deliberate manner.

Courses: ESS 100; NUR 203; PSY 214; SCI 201

4. Capstone

Purpose: To ensure that all seniors will demonstrate their accumulated knowledge through action and effectively communicate their knowledge and actions to others in an interdisciplinary setting.

Goal of the Capstone:

- to demonstrate the knowledge and expected outcomes of the major and of the liberal arts education

The Capstone is one of the final courses in the major and is taken in the senior year. The Capstone differs from major to major; see course listings in each set of degree requirements.

5. Portfolio

Purpose: To provide students with an opportunity to concretely demonstrate how they have met the college learning outcomes.

Requirements

The liberal education portfolio is a selective and reflective demonstration of the achievement of learning outcomes through students' experiences over their years of learning at Colby-Sawyer College, both inside and outside of the classroom. Students are authors of their own portfolios, which include reflections on a range of experiences across the major, across the liberal education program and across the college. The portfolio demonstrates personal and professional growth throughout the college years.

Portfolio elements include

- writing portfolio assignments from Writing I (WRT 105)
- reflective pieces of writing from the Pathway First Year Seminar (PTH 101) and Pathway Sophomore Seminar (PTH 201)
- material submitted in application for Major Acceptance and other material specified by the particular major
- reflections and other material from the Capstone Experience.

Liberal Education Program – Prior to Fall 2002

Students who matriculated at the college prior to fall 2002 will meet the outcomes described above by fulfilling the Liberal Education requirements that were in place for the year in which they entered the college. The liberal education program that was in place prior to and during the 2001–2002 academic year is described below.

1. Proficiencies

Purpose: To ensure that students master the skills they will need to perform effectively in the classroom and as members of the college community.

Requirements

- Writing: WRT 105 Writing I (students must earn a grade of at least C)
- Mathematics: Any math course numbered 122 or above
- Computing: CIS 105 Introduction to Computing

2. The Interdisciplinary Core

Purpose: To introduce students to the materials and ways of knowing that characterize the major divisions of knowledge in the curriculum. (Core courses are no longer offered after spring 2004.)

Core courses will help students:

- think creatively and critically by introducing them to the processes for acquiring knowledge and by encouraging them to develop their interdisciplinary skills
- understand and employ multiple perspectives by making them aware of historical and contemporary issues of gender, ethnicity, class, and race
- encourage them to make informed personal judgments
- communicate effectively by making them active partners in the learning process, and by encouraging them to improve their writing, speaking, listening, and interpersonal skills
- act ethically and professionally by introducing them to the processes of individual and communal problem-solving, and by making them aware of the implications of the courses for their present and future lives

Requirements

Area I Fine and Performing Arts:

FPA 101 Core Course: Creative Expression

3 credit hours

In this course, students gain an appreciation of the creative process involved in the Fine and Performing Arts by studying their similarities, differences, and cultural importance, past and present. The creative process also is explored through lecture, demonstration, and student participation. The course focuses on methodologies and techniques used to create the arts, and it assists the student in the development of critical thinking.

Area II Humanities:

HUM 201 Core Course: Judgment and Belief

3 credit hours

This interdisciplinary course seeks to help students integrate methods and insights of the humanities with programs and issues important to their lives. Readings and discussions focus on understanding what it means to be human, developing social values, and finding meaning in one's actions. Emphasis is placed on understanding diverse points of view and making informed and reasoned decisions on issues of fundamental importance. Open to sophomores, juniors, and seniors.

Area III Natural Sciences:

SCI 102 Core Course: The Process of Discovery

3 credit hours

This course explores the process of science as a way to gain knowledge about and understand the nature of the universe. Students learn how and why science developed, how science is used, and how to evaluate scientific research as presented in the media. Students are introduced to the wide variety of scientific disciplines. How science is influenced by society and how society influences the direction of science are major themes of the course.

Area IV Social Sciences:

SSC 104 Core Course: Social Analysis

3 credit hours

Social Analysis is an interdisciplinary course that draws on the social sciences to provide students with the tools needed to think critically about complex social issues. Students will examine local and global social issues and evaluate the impact these issues have on individuals, institutions, and cultures. Through reading, listening, discussing, and reflecting, students have opportunities to develop informed opinions on relevant social issues.

3. Electives in the Arts and Sciences

Purpose: A liberally educated person should have an understanding of and an appreciation for the Arts and Sciences: the Fine and Performing Arts, the Humanities, the Social Sciences, and the Natural Sciences. Study in these fields enables students to learn about human experiences, the processes of inquiry and investigation, and the perspectives of the arts and sciences. These courses encourage further learning and explore the inter-relatedness of the disciplines.

Requirements

Area I Fine and Performing Arts: 1 course

3 credit hours

Arts and Sciences Electives: 1 course

ART 100, 110, 125, 201, 202, 213, 230, 234, 240, 250, 260, 270; COM 101; DAN 110, 120, 130; MUS 103; THE 140, 201, 230; WRT 201

Area II Humanities: 2 courses

6 credit hours

Arts and Sciences Humanities Electives: 1 course, 3 credit hours

ENG 263; PHI 100, 111, 205, 213, 214, 305; REL 100, 101, 205; WST 111

Arts and Sciences Literature Electives: 1 course. 3 credit hours

CES 215, 229; ENG 213, 215, 216, 218, 220, 221, 222, 226, 229, 231, 232, 244, 245, 247, 251, 265

Area III Natural Sciences: 1 laboratory course

4 credit hours

Arts and Sciences Electives:

BIO 106, 107; CES 107; CHE 101; PHY 101; SCI 120, 130

Area IV Social Sciences: 2 courses

6 credit hours

Arts and Sciences Social Sciences Electives: 1 course, 3 credit hours

BUS 115, 116; CES 116; ECO 101, 102; EDU 201; PSY 101; SOC 101

Arts and Sciences History Elective: 1 course. 3 credit hours

AME 201; HIS 101, 102, 217, 218

4. Capstone

Purpose: To ensure that all seniors will demonstrate their accumulated knowledge through action and effectively communicate their knowledge and actions to others in an interdisciplinary setting. See course listings in each set of degree requirements.

Baccalaureate Programs

Colby-Sawyer offers a wide range of major programs. The opportunity also exists for a student to design an interdisciplinary major program. The college awards the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science. Each of these degrees requires that students complete the Liberal Education Program and select a program of major study from among those offered. A minimum grade point average of 2.00 and a minimum of 120 credit hours for the baccalaureate degree are required. Degrees are awarded at Commencement following approval by the faculty and the Board of Trustees. Degree requirements are described in more detail in the Major Programs and Course Offerings section of this *Catalog*.

The faculty and staff who serve as advisors and mentors for students take seriously their responsibility to assist students in planning and decision making about course selection, choice of major, and career opportunities. Nonetheless, the individual student is ultimately responsible for ensuring that decisions are made in a careful and timely manner and that all of the degree requirements are met.

Colby-Sawyer offers the following major programs:

For the Bachelor of Arts Degree (B.A.)

- Art – Studio Art
- Biology
- Communication Studies
- English
- History, Society and Culture
- Psychology

For the Bachelor of Fine Arts Degree (B.F.A.)

- Art – Studio Art
- Graphic Design

For the Bachelor of Science Degree (B.S.)

- Business Administration
- Child Development
- Community and Environmental Studies
- Exercise and Sport Sciences:
 - Athletic Training
 - Exercise Science
 - Sport Management
- Nursing

Student-designed Majors

Student-designed majors are an option for highly motivated and academically strong students. If students meet the criteria and wish to pursue an interdisciplinary major course of study, they may do so while matriculating in any of the three baccalaureate degree programs offered by the college. In order to qualify for this option, students must have a cumulative grade point average (GPA) of 2.5 or better, be capable of working independently, and demonstrate strong academic potential, particularly in the disciplines of interest. The student-designed major must be truly interdisciplinary and not simply replicate a traditional major course of study. Further information on how to apply is available from the academic advisor or the academic dean.

Teacher Preparation Programs

Colby-Sawyer offers the following New Hampshire Teacher Certification Programs. Information about them can be found in the Education section of this *Catalog*:

- Art Education (K-12)
- Early Childhood Education (K-3)
- English Language Arts Education (5-12)
- Social Studies Education (5-12)

Note: Whenever the State of New Hampshire changes certification standards, program requirements may change.

Associate Degree Program

Colby-Sawyer also offers a two-year program of study, which culminates in the Associate in Liberal Arts Degree. Associate Degree candidates follow the Liberal Education Program, which introduces them to the liberal arts and sciences, helps them to develop competency in writing and mathematics, and permits them to explore other fields. To graduate with an Associate Degree, students must earn a minimum 2.0 cumulative grade point average and complete 60 credit hours of study, including the requirements in Liberal Education. Students who enroll in the Associate Degree Program often continue for two more years to earn a baccalaureate degree. This can readily be done at Colby-Sawyer or elsewhere.

Minor Programs

Students pursuing baccalaureate degrees who wish to have a concentrated program of study in addition to their major may pursue one of the minor programs offered by Colby-Sawyer. Minors require at least 18 but no more than 24 credit hours taken in prescribed courses. A minimum of six credit hours must be at the 300/400 level. Students may take no more than three credit hours of independent study to satisfy minor requirements. No more than two courses completed to satisfy the requirements for a minor may be counted toward the requirements for any major or another minor. Declaration of Minor forms are available in the registrar's office.

The following minors are offered:

- | | |
|--|--|
| American Studies | History |
| Art History | Information Management and Technology |
| Studio Art | Philosophy |
| Biology | Psychology |
| Business Administration | Sociology |
| Child Development | Theatre |
| Communication Studies | Women's Studies |
| Community and Environmental Studies | Writing for Publication |
| English | |

MAJOR PROGRAMS AND COURSE OFFERINGS

American Studies

P. ANDERSON, A.P. STECKER

American Studies Minor

The minor in American Studies stresses interdisciplinary course work to provide the student with the opportunity for examining relationships among American disciplines, leading to a fuller understanding of American culture as a whole.

Requirements

The minor in American Studies consists of 18 credit hours of study. A student must complete AME 201 and six credit hours of work in American Studies at the 300- or 400-level. The other nine credit hours of work may be done in any other American Studies, American literature, or American history courses or in any of the following: ART 303; COM 241, 341, 342, 343; GOV 301, 302; SOC 203; WST 111. Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings

AME 201 The West in American Culture

3 credit hours

Drawing on a wide range of interdisciplinary materials and perspectives, including literature, autobiography, diaries, historical documents, paintings, and films, this course examines the impact of the frontier experience and contact with the land from the Puritans to the present and considers how this has shaped American culture. Of particular interest is the way this experience has been depicted by frontier women and mythic western heroes, by Native Americans and environmentalists, by nineteenth-century writers and artists, and twentieth-century filmmakers. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

AME 250, 350 Topics in American Studies

1-3 credit hours

Students are offered the opportunity to study in depth a particular topic in American Studies that is not part of the regularly scheduled course offerings. The topics are announced prior to registration.

AME 295, 395, 495 Independent Study

1-3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered. The distinction between levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the American Studies faculty. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Humanities department

AME/HIS 301 The History of New England:

Regional & Local Studies

3 credit hours

Exploring methods of historiography, the course examines issues of growth and change in New England regional culture and history. This course focuses particularly on the social, economic, and political events that have affected the region's

development as well as the emerging field of regional and local history. Students extensively use the Colby-Sawyer archives. Offered spring of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC, or GOV course

**AME 305 The American Dream in Twentieth Century
Literature and Film**

3 credit hours

This course examines the myths and realities associated with the American Dream of Success, especially as they are reflected in twentieth-century literature and film. After briefly tracing the history of this ideal, the course focuses on the way it has been treated by modern writers and filmmakers. Offered spring of odd-numbered years.

Prerequisite: One 200-level literature or film course

AME/COM 341 Mass Media in America

3 credit hours

A survey of the history and theory of mass media in America, this course provides an introduction to newspapers and magazines, book publishing, advertising, radio, popular music, motion pictures, and television and examines the effects these media have upon shaping cultural attitudes, values, and myths. Offered fall.

Prerequisite: COM 203; or HIS 101 or 102

AME 480 Teaching Assistantship

1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

AME 285, 485 Internships in American Studies

0-6 credit hours

Qualified juniors and seniors may arrange internships related to American Studies with a member of the American Studies faculty. Internships are available in areas of teaching, journalism, law, government, museum curatorship, and library work. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, department approval

Art

M. ANDREA, L. BARNETT, J. BOTT, D. CAMPBELL, J. JACOBS, J. KEENAN, E. KIMBALL,
J. LAPITINO, B. NWACHA, M. POWERS, P. REGAN, B. YARBOROUGH

Bachelor of Arts: Studio Art

The Bachelor of Arts Program in Studio Art provides the opportunity for a broad study of art and prepares students for careers as professional artists and teachers. This major provides breadth and a sound foundation in several fine-art studio disciplines. After enrolling in a series of introductory courses, students select an area of concentration among: ceramics, graphic design, painting, photography, printmaking, and sculpture to complete their studio sequence.

In addition to the studio sequence, each student takes two semesters of a survey of art history and two upper-level art history courses. All seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their capstone experience.

Students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The Bachelor of Arts Program in Studio Art is the recommended degree option for Art Education majors.

Requirements

Liberal Education Requirements

ART 110, 125, 132, 201, 202, 230 or 234, 240, 245, 270, 425

One additional Introductory Studio course from: ART 210, 213, 260

Two 300-level Art History courses

Three 300- or 400-level courses in one studio area concentration

FPA 285 or 485 highly recommended

Students must have at least a C (2.0) cumulative GPA in all art courses to graduate.

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a C (2.0) average in: ART 110, 125, 132; 201 or 202; and at least one 200-level studio course. A portfolio review by Art Department faculty is also required.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|---------------------------------|---------------------------------|
| First Year | |
| WRT 105 | Math Requirement |
| ART 110 or 125 | ART 125 or 110 |
| CIS 105 | Intro. Studio Course or ART 132 |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Elective |
| Sophomore Year | |
| ART 132 or Intro. Studio Course | Intro. Studio Course |
| ART 201 | Intro. Studio Course |
| Liberal Education Course | ART 202 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Elective | Liberal Education Course |
| Junior Year | |
| Intro. Studio Course | Intro. Studio Course |
| Art History 300-level | Studio Concentration Course |
| Liberal Education Course | Liberal Education Course |
| Elective | Elective |
| Elective | Elective |
| Senior Year | |
| Studio Concentration Course | Studio Concentration Course |
| ART 425 or Elective | ART 425 or Elective |
| Art History 300-level | Elective |
| Elective | Elective |
| Elective | Elective |

Total credit hours: 120 minimum

Studio Art with Education Certification

The Bachelor of Arts degree in Art with New Hampshire Teacher Certification option is designed for the student who plans to teach art at the primary or secondary level. The degree option leads to certification to teach grades K through 12. Students in this program complete the requirements for the Bachelor of Arts degree in Art and a sequence of courses required for Education, including a teaching internship. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and suggested registration in the Education Section of this *Catalog*.

Bachelor of Fine Arts: Studio Art

The Bachelor of Fine Arts degree affords the opportunity for an intensive study of art and prepares students as professional artists and designers. This major provides a sound foundation in several art disciplines and allows students to concentrate in one studio area: ceramics, painting, photography, printmaking, or sculpture.

In addition to the studio component of the program, students take two semesters of a survey of art history and three upper-level art history courses. All seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their capstone experience. Students are encouraged to explore the various internship opportunities available in the arts both on and off campus. The BFA program is recommended for the student who plans to continue art studies at the graduate level.

Requirements

Liberal Education Requirements

ART 110, 125, 132, 201, 202, 210, 213, 230 or 234, 240, 245, 260, 270, 425

Three 300-level Art History courses

Major Concentration: Four 300- or 400-level Art courses in one studio area concentration

FPA 285 or 485 highly recommended

Students must have at least a C (2.0) cumulative GPA in all art courses to graduate.

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a C+ average in: ART 110, 125, 132; 201 or 202; and at least two Introductory studio courses. A portfolio review and a statement of intent are required. If a student has earned more than 60 credit hours before Major Acceptance, it may take more than four years to complete this major.

Suggested Registration

Fall

Spring

First Year

WRT 105

ART 110 or 125

CIS 105

First Year Pathway Seminar

Liberal Education Course

ART 125 or 110

Intro. Studio Course or ART 132

Math Requirement

Liberal Education Course

Elective

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|---------------------------------|-----------------------------|
| Sophomore Year | |
| ART 132 or Intro. Studio Course | Intro. Studio Course |
| Intro. Studio Course | Intro. Studio Course |
| ART 201 | ART 202 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Liberal Education Course | Elective |
| Junior Year | |
| Intro. Studio Course | Intro. Studio Course |
| Intro. Studio Course | Studio Concentration Course |
| Studio Concentration Course | Liberal Education Course |
| Art History 300-level | Liberal Education Course |
| Liberal Education Course | Elective |
| Senior Year | |
| Studio Concentration Course | Studio Concentration Course |
| Art History 300-level | Art History 300-level |
| ART 425 or Elective | ART 425 or Elective |
| Elective | Elective |
| Elective | Elective |

Total credit hours: 120 minimum

Bachelor of Fine Arts: Graphic Design

The Bachelor of Fine Arts in Graphic Design is for the student who plans to be a practicing artist and wants a career in the graphic design field. The program provides broad study in foundation courses as well as intensive work in graphic design using both traditional and state-of-the-practice graphic computer methodologies. The major also requires a 240-hour internship in a graphic design firm. In addition to graphic design studio courses, each student takes two semesters of a survey of art history and three upper-level art history courses, one of which must be the history of graphic design.

Seniors are required to prepare a formal exhibition of their work in the Mugar Art Gallery as part of their capstone experience.

Requirements

Liberal Education Requirements

ART 110, 125, 132, 210, 213, 223, 230 or 234, 240, 260, 245 or 270, 425

ART 201, 202, 308

Two additional 300- or 400-level Art History courses

Major Concentration: ART 320, 421, 422, 423

ART 485

Students must have at least a C (2.0) cumulative GPA in all art courses to graduate.

A minor in Business Administration or Communication Studies is recommended.

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a C+ average in: ART 110, 125, 132; 201 or 202; and at least two Graphic Design studio courses. A portfolio review by Art Department faculty is required. If a student has earned more than 60 credit hours before Major Acceptance, it may take more than four years to complete this major.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|--|---------------------------|
| First Year | |
| WRT 105 | ART 213 or 223 |
| ART 132 or 213 | Intro. Studio Course |
| ART 110 or 125 | ART 110 or 125 |
| First Year Pathway Seminar | Math Requirement |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| ART 201 | ART 202 |
| ART 223 or Intro. Studio Course | ART 320 |
| Intro. Studio Course | Intro. Studio Course |
| Liberal Education Course | CIS 105 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Junior Year | |
| Intro. Studio Course | ART 308 |
| ART 421 | Liberal Education Course |
| Intro. Studio Course | Liberal Education Course |
| Liberal Education Course | Elective |
| Elective | Elective |
| | ART 485 Summer Internship |
| Senior Year | |
| ART 422 | ART 423 |
| Art History 300-level | Art History 300-level |
| ART 425 or Elective | ART 425 or Elective |
| ART 485 or Elective | Elective |
| Elective | Elective |
| Total credit hours: 120 minimum | |

Art Minors

The Fine and Performing Arts department offers minors in Art History or Studio Art as a degree enhancement for students with a major other than art or graphic design. Please refer to the Minor Programs section of the *Catalog* for further information.

Art History Minor

Requirements

The minor consists of 21 credit hours with the following required courses:

ART 201, 202

ART 110 or 125

One 200-level studio course

Three 300- or 400-level Art History courses

Studio Art Minor

Requirements

The minor consists of 24 credit hours with the following required courses:

ART 201 or 202, and one additional Art History course

ART 110 and 125

Two courses from ART 210, 213, 230, 234, 240, 245, 260, 270

Two 300- or 400-level Studio Art courses in one discipline

Annual Juried Student Art Exhibit

Each year the Fine and Performing Arts Department offers every student the opportunity to enter the Juried Student Art Exhibition. The Edith B. Long Scholarship in Art, the Charlotte Cobb Stahl Scholarship in Art, and a variety of other awards are presented at the opening reception.

Senior Art Exhibit

Each year during the spring semester, senior B.A. and B.F.A. students exhibit their strongest works in the Mugar Art Gallery. This is a required component of the capstone experience for all Art majors.

Course Offerings

ART 100 Introduction to Visual Art

3 credit hours

As an introduction to the visual arts, this course introduces students to the major periods of cultural history and establishes a basic perceptual vocabulary with which to make quantitative and qualitative judgments about the arts. This course also offers a series of related studio experiences and assignments. Offered fall and spring.

Exploration Area: Fine & Performing Arts

Arts & Sciences Elective Area I

ART 110 Drawing I

3 credit hours

This course introduces students to the basic elements of line, shape, space, value, and texture. Through studio practice, skills of observation and visual organization are developed. Students work with a variety of subject matter: still life, landscape, the human figure, and abstraction. Media include pencil, charcoal, crayon, ink with brush and pen, and collage. Offered fall and spring.

Exploration Area: Fine & Performing Arts

Arts & Sciences Elective Area I

ART 125 Design

3 credit hours

Design is studied in theory and in practice. All of the art elements and principles of design are considered. Study projects are created to illustrate each art concept in

sequence. Working through each project and building on the knowledge gained from the previous project, students develop the ability to synthesize individual elements into formal relationships. Two-dimensional design theories are explored. Group critiques and discussions are important aspects of the class. Offered fall and spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

ART 129 Exhibition Production Lab

1 credit hour

This course introduces students to the many aspects of art gallery operations and management. The students gain hands-on experience as they assist in the hanging of exhibitions under the guidance of the director of the Mugar Art Gallery. The course also includes weekly class meetings covering all topics relating to gallery procedures including promotion and publicity, budget, calendar, selection of artists and exhibition themes, and the differences between commercial galleries and galleries with nonprofit status. The students also visit other art galleries. May be repeated for credit. Offered fall and spring.

Prerequisites: Scheduling with the gallery director and permission of instructor

ART 132 Computer Applications for the Artist

3 credit hours

This course is a survey of the computer-based electronic technology used by visual artists and designers. Student projects explore the creative potential of basic program options and experience how each relates to the new electronic media environment. Various course activities include lectures, discussions, demonstrations, readings, practical exercises, and assignments. Offered fall and spring.

ART 201 History of Art I

3 credit hours

This course offers an historical survey of painting, architecture, and sculpture, beginning with Paleolithic cave painting and continuing through fifteenth-century Italian Renaissance art. Representative works of each era are discussed for their formal and expressive characteristics, and for the relationship to the cultural and historical environment. Offered fall.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

ART 202 History of Art II

3 credit hours

This course offers an historical survey of painting, architecture, and sculpture from the sixteenth-century Italian High Renaissance to the present day. The role of art in history is discussed with reference to major artists and art movements as a basis for judgment of the arts today. Offered spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

ART 210 Drawing II

3 credit hours

This course continues the development of perceptual skills and the technical mastery of various media with particular emphasis on drawing the human figure from life. Several approaches to life drawing are used. These include a study of anatomy and an analytical approach to drawing as well as a more gestured and intuitive approach, using a variety of media and paper. Offered fall and spring.

Prerequisites: ART 110, 125

ART 213 Graphic Design I**3 credit hours**

As the beginning course in the major, the primary objective is to provide a foundation of visual and problem-solving skills essential to upper-level work in graphic design. Students are introduced to basic exercises in composition, abstraction, and communication. Other problems explore options for image-making and the creation of symbols from type to image. Working methods combine traditional hand skills with an introduction to basic computer technology. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 223 Graphic Design II**3 credit hours**

As the second course in the major sequence, students explore aesthetic and communication issues by addressing the traditional graphic design applications for poster, page layout, and symbol/logo design. Verbal presentation skills are developed through the preparation of short reports in the research phase of specific problems. Although working methods offer the student a choice of hand or digital tools, the acquisition of more advanced computer technology is encouraged. Offered fall and spring.

Prerequisite: ART 213

ART 230 Beginning Painting**3 credit hours**

This course introduces students to the materials and techniques of painting. Students work with oil or acrylic paints. They learn how to prepare a surface for painting and a number of techniques and strategies for making a painting. Students complete several paintings and learn how to prepare them for exhibition. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 234 Watercolor**3 credit hours**

This course teaches the basic techniques of watercolor painting. The nature of watercolor paints, papers, and brushes and special characteristics of the media, such as transparency and fluidity, are studied so that the student may arrive at a personal aesthetic statement. Offered fall.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 240 Beginning Printmaking**3 credit hours**

This course is designed to introduce the student to the four basic printmaking areas: intaglio (etching, engraving, aquatint, etc.); stone lithography; relief (woodcut, lino cut); and screenprinting. Emphasis is placed upon the student's development of ideas and imagery through drawing and upon the understanding and use of the printmaking processes. Students view original contemporary and old master prints and learn the proper manner of caring for and presenting original prints for exhibition. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 245 Beginning Sculpture**3 credit hours**

Students develop an understanding of the basic elements of three-dimensional ideation and sculpture construction. While exploring methods of assemblage,

including the additive and subtractive processes, students create at least three sculptures derived from their own imagination. In the studio, students complete a carved sculpture, freestanding mixed-media pieces, and a clay head-study. Studio safety protocols, tool usage, armature building, and clay modeling techniques, and the variety of methodologies associated with designing, building, and finishing a three-dimensional object are thoroughly covered. **Studio safety is emphasized.** Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 250, 350, 450 Topics in Art **1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in art that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

ART 260 Beginning Photography **3 credit hours**

This course introduces students to the basic theories and mechanical skills necessary to use a single-lens reflex camera to process film and to print black-and-white photographs. Creative exercises are designed to develop the student's understanding of the camera and lenses, and to increase visual awareness in terms of the image-making possibilities of photography. Students learn and follow studio and chemical safety standards. **Each student needs a fully manual and fully adjustable SLR camera with light meter.** Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 270 Beginning Ceramics **3 credit hours**

This course introduces students to the basic techniques of handbuilding and wheel-thrown ceramics. A series of studio assignments encourage creativity and help students develop a solid technical foundation in functional and sculptural aspects of the medium. Glazing and decorating techniques, glaze formulation, exposure to a variety of firing techniques, and the study of ceramic history are additional components of the course. **Studio safety is emphasized.** Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

ART 285 Art Internship **0-3 credit hours**

Qualified students may arrange internships related to the arts or art organizations. Internships may be arranged at various sites such as museums, art centers, design firms, artist studios, and other institutions that provide art related services. Students are required to submit a written report on their experience to their faculty sponsor at the conclusion of the internship. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, department approval

ART 295, 395, 495 Independent Study **1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each

independent study course is developed in consultation with a member of the Fine and Performing Arts Department. Offered fall and spring.

Prerequisite: Permission of the department

ART 302 History of East Asian Art and Culture **3 credit hours**

This course examines three major artistic traditions in East Asia: Indian, Chinese, and Japanese. Within a chronological and cultural framework, painting, architecture, sculpture, and the decorative arts are examined and interpreted. Particular attention to the influence of religion, nature, and philosophy on the major art forms is central to this course. Offered spring of odd-numbered years.

Prerequisite: ART 201 or 202

ART 303 American Art **3 credit hours**

This course examines the history of American art from its earliest beginnings to the present. The evolution of American artistic traditions is discussed. Works of art are considered for their formal and expressive characteristics and for their relationship to the cultural and historical environment. Offered spring of even-numbered years.

Prerequisite: ART 201 or 202

ART 304 Origins of Modern Art **3 credit hours**

This course examines developments in sculpture, painting and photography from the Neo-Classical period to the beginning of the Second World War. The major art movements are examined in the context of the social and cultural climate that produced them, and works of art are studied with reference to their formal and expressive qualities. Offered fall of even-numbered years.

Prerequisite: ART 201 or 202

ART 305 Contemporary Art Since 1945 **3 credit hours**

In this course, students study developments in art criticism, sculpture, painting and photography since the Second World War. The art works are seen in their historical and social context and are examined for their formal and expressive characteristics. Offered fall of odd-numbered years.

Prerequisite: ART 201 or 202

ART 308 History of Graphic Design **3 credit hours**

This course surveys the development of graphic design throughout history. The object is to begin to understand the relationship between visual communication forms and their cultural, environmental, technical, and visual arts influences. Emphasis is placed on graphic design in the nineteenth and twentieth centuries. Individual research and the presentation of an oral and written paper are required. Offered spring of even-numbered years.

Prerequisites: ART 201, 202

ART 310, 311 Drawing III and Drawing IV **3 credit hours**

Students build on the knowledge gained in previous drawing courses. Emphasis is placed on understanding the formal elements and correlating this understanding with individual expression. Each student develops his/her own line of experimentation and study. The media selected relates to individual expressive needs. Offered spring.

Prerequisites: For ART 310: ART 210. For ART 311: ART 310

ART 320 Typography**3 credit hours**

This course is designed to encourage students to creatively investigate technical and theoretical aspects of typography. The course focuses on the organizational and creative aspects of designing with type and on the development of typography. By the end of the semester, students develop a basic proficiency of typographical options for problem solving. This should include: development of integrated typographic layouts, type and system development, typographic principles, and interaction of type choices with text context. Offered spring.

Prerequisite: ART 223

ART 330, 331 Painting II and Painting III**3 credit hours**

At this level, students move toward using painting as a personal and creative means of expression. Skills developed at the beginning level are carried forward toward greater technical proficiency and more personal expression. Each student examines several theories of art and strives to apply them to his/her work. Offered fall and spring.

Prerequisites: For ART 330: ART 110, 125, 230. For ART 331: ART 330

ART 334 Intermediate Watercolor**3 credit hours**

At this level, students move toward using watercolor as a personal and creative means of expression. Skills developed at the beginning level are carried forward toward greater technical proficiency and more personal expression. This course may be used to satisfy a painting concentration course requirement. Offered fall.

Prerequisites: ART 110, 125, 234

ART 340, 341 Printmaking II and Printmaking III**3 credit hours**

The intermediate level introduces students to new processes, techniques, and materials that build upon those covered in Beginning Printmaking. Students are introduced to monotypes, collographs, *chine collé* (Chinese collage), and multicolor printing in relief and collograph. Students also are introduced to papermaking. Students are expected to develop their drawing skills, creative thinking, and visual literacy along with greater technical proficiency and craftsmanship with the printmaking process. Experimentation is encouraged as students move toward creative and personal expression. Offered fall and spring.

Prerequisites: For ART 340: ART 110, 125, 240. For ART 341: ART 340

ART 345, 346 Sculpture II and Sculpture III**3 credit hours**

These courses are structured at the intermediate level, but incorporate the learning of new techniques such as wood working, welding (both arc and oxygen acetylene); working with plastics, glass, and nonferrous metals also may be options. Students expand their ideas through the use of a sketch book and the construction of working marquettes. There is more information on the proper use of machinery, tools, and the studio safety protocols. Each student is expected to work toward developing ideas that are creative, fresh, and individual in nature. Offered fall and spring.

Prerequisites: For ART 345: ART 110, 125, 245. For ART 346: ART 345

ART 360, 361 Photography II and Photography III**3 credit hours**

This course allows students to refine the techniques introduced in Beginning Photography and to expand their knowledge of printing techniques, film development

techniques, and the use of various specialized light-sensitive materials. Digital imaging and color photography will also be introduced. **Each student must have a fully adjustable 35mm film camera and light meter.** Offered fall and spring.

Prerequisites: For ART 360: ART 110, 125, 260. For ART 361: ART 360

ART 370, 371 Ceramics II and Ceramics III **3 credit hours**

This course continues the process of Art 270 with more advanced work on the wheel and in hand-building. Students produce a body of work that demonstrates individual expression and greater technical proficiency. Additional emphasis is placed on glaze chemistry, kiln-firing principles, and the study of contemporary developments in the field. Finer craftsmanship and the development of a more personal vision emerge through greater studio experience and use of materials. Offered fall and spring.

Prerequisites: For ART 370: ART 110, 125, 270. For ART 371: ART 370

ART 381, 481 Tutorials in Art **1-3 credit hours**

Tutorials in Art are designed to supplement existing courses and to allow students the opportunity to concentrate in a specific area of study. Topics may include experimental photography, major painters and their times, core welding, throwing with porcelain, and viscosity printing. **Tutorials may not be used to fulfill major or minor requirements.** Offered fall and spring.

Prerequisites: Permission of the department and instructor

ART 410, 411 Drawing V and Drawing VI **3 credit hours**

Course activities are largely determined on an individual basis. Each student, with the teacher's guidance, is helped to synthesize earlier drawing experiences into strong visual statements and build upon them to a new creative level. Appropriate media are utilized. Offered fall and spring.

Prerequisites: For ART 410: ART 311. For ART 411: ART 410

**ART 421, 424 Publication Design and Production
Methods I and II** **3 credit hours**

This is an upper-level course in graphic design and is taught in a workshop fashion. The primary goal of this course is to introduce students to a variety of publication design problems that allow students the opportunity to develop hands-on skills with aspects of page layout and the relevant computer programs. The production component of this course introduces students to a variety of design problems within the parameters set to two-color and/or process color limits in print work. This course is designed to encourage students to creatively investigate technical and theoretical aspects of digital media as they apply to graphic design. There is an emphasis on design for print production (as opposed to design for the screen or electronic publishing). Offered fall.

Prerequisites: For ART 421: ART 213, 223, 320. For ART 424: ART 421

ART 422 Visual Identity and Systems Design **3 credit hours**

This course explores the creation of corporate, institutional, and product identity. Using the project-account scenario, the student is asked to develop an identity and marketing strategy and to design appropriate internal and external communication forms as well as promotional and informational pieces for the project account. A

crucial part is the development of a corporate identity manual that defines and demonstrates the design system. Presentation-quality comprehensive dummies of stationery, product packaging and information pamphlets, annual reports, signage, and other applications of the identity system are required. Offered fall.

Prerequisites: ART 320, 421

ART 423 Advertising and Promotional Design **3 credit hours**

This course explores the visual and verbal aspects of advertising, marketing, and promotional design. Designing black-and-white and multi-color ads for insertion in periodicals and considering ad campaigns using correlated marketing approaches are among the design problems covered. Writing headlines and advertising copy, understanding the role of demographics in marketing, and an understanding of the specific art and copy requirements, insertion schedules, deadline dates, and placement rates for advertising in periodicals also are covered. Students are given hypothetical problems for which they devise marketing strategies and create advertising solutions. *Pro bono* work for not-for-profit organizations, ethical and moral issues that confront designers who are asked to promote controversial or unpopular causes, and hazardous products or services also are discussed. Offered spring.

Prerequisites: ART 320, 421

ART 425 Professional Practices and Portfolio (Capstone) **3 credit hours**

This course is the capstone experience required of all art students. The goal of this course is to provide students with insight and practical skills in regard to the planning, organizing, and developing of a professional portfolio. Written research papers, written critiques of journal articles, peer reviews, and field trips to professional meetings and lectures are required. Emphasis is placed on students refining or reworking projects relevant to their specific portfolio and reflecting on the learning outcomes. Students are expected to develop a portfolio that represents their individual strengths, artistic skill, and creativity. Students learn to promote themselves with cover letters, resumes, artistic statements, interviewing skills, and portfolio presentations. Also, students are required to exhibit their work in the Senior Exhibition in the Mugar Art Gallery. Offered fall and spring.

Prerequisite: Senior standing

ART 430, 431 Painting IV and Painting V **3 credit hours**

At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory is expected. Students are expected to produce unique and personal works of art that display a high degree of finish, aesthetic sophistication, and honesty. Offered fall and spring.

Prerequisites: For ART 430: ART 331. For ART 431: ART 430

ART 434 Advanced Watercolor **3 credit hours**

At this level, students are expected to work with considerable independence. Technical proficiency, craftsmanship, and understanding of art theory are expected. Students are expected to produce unique and personal works of art that display a high degree of finish, aesthetic sophistication, and honesty. This course may be used to satisfy a painting concentration course requirement. Offered fall.

Prerequisite: ART 334

ART 440, 441 Printmaking IV and Printmaking V **3 credit hours**

In Advanced Printmaking students work toward a unified body of prints that display a clear direction of purpose through creative decision making. Student do more in-depth experimentation with color printing (intaglio and lithography), and explore in greater depth other processes of historical and contemporary interest. Students experiment with a wide variety of inks and papers and mixed-media printmaking. Along with the studio work, students learn about final presentation, exhibition practices, and opportunities and more about the business aspects of printmaking. Offered fall and spring.

Prerequisites: For ART 440: ART 341. For ART 441: ART 440

ART 445, 446 Sculpture IV and Sculpture V **3 credit hours**

These courses are structured at the advanced level but may incorporate the learning of new techniques or processes. Students are encouraged to work on projects evolving from their knowledge of sculpture techniques. This knowledge, linked with new research, becomes the basis of each student's new work. The use of a journal-like sketch book, the valuing of personal experience, and the new research are at the core of the creative process. Students explore three-dimensional solutions to artmaking and create individually expressive works. Problem solving and self-criticism are major parts of this course. Offered fall and spring.

Prerequisites: For ART 445: ART 346. For ART 446: ART 445

ART 460, 461 Photography IV and Photography V **3 credit hours**

Students in Advanced Photography further explore image-making options in photography. Stress is placed on producing work of consistently high quality while developing an artistically cohesive body of work. Each student produces a portfolio of professional quality. **Each student must have a fully adjustable 35mm film camera and light meter.** Offered fall and spring.

Prerequisites: For ART 460: ART 361. For ART 461: ART 460

ART 470, 471 Ceramics IV and Ceramics V **3 credit hours**

A major series of wheel and/or hand-built forms occupies students for at least one-half term. Students gain further experience and understanding in firing the electric, gas, salt, and *raku* kilns. Visits to practicing potters, museums, and frequent seminar-critique sessions help students foster a critical and more mature view of their own work. Emphasis is placed on consistently producing work of individual creativity and high quality. Offered fall and spring.

Prerequisites: For ART 470: ART 371. For ART 471: ART 470

ART 480 Teaching Assistantship **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

ART 485 Art Internship **0-6 credit hours**

This 240-hour internship course is designed to provide students with an on-site art experience. A faculty member serves as the student's internship sponsor. An application must be submitted to the Harrington Center and study plans must be submitted

to the chair of the department for approval prior to the beginning of the internship. This course may be repeated. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Art or Graphic Design Major Acceptance, pre-internship seminar, department approval. Graphic Design majors must complete ART 320 and 421.

ART 490 Advanced Graphic Design

3 credit hours

This course is an upper-level graphic design class taught in a workshop atmosphere. Graphic design knowledge and skills previously gained are applied toward more complex design problems. The main focus is on the development of integrated design programs with unified concepts that explore levels of visual impact. The course aims to provide students with insight and practical skills in regard to the planning, organization, and development of advanced problem-solving design strategies. The course is organized around special topics and current trends in the graphic design field. Various course activities include lectures, discussions, demonstrations, readings, practical exercises, group projects, assignments, and critiques. The length of projects may vary depending on the progress of the class. Offered fall and spring.

Prerequisites: ART 320, 421, 422, 423, permission of instructor

Biology

L. ALEXANDER, N. BAER, L. BATALDEN, A. HOWELL, B. STEELE, K. STOEDFALKE,
W. THOMAS, P. WHITE

Bachelor of Arts: Biology

The biology program at Colby-Sawyer College is designed specifically to take advantage of the wide variety of magnificent “natural classrooms” in the Lake Sunapee region of New Hampshire and the well-equipped laboratory facilities of the Ivey Science Center. Biology majors receive a strong foundation in the natural sciences and are introduced to a range of biological topics as first- and second-year requirements. Enrollment in upper-level biology courses is typically small, allowing for direct interaction with fellow students and professors.

By working closely with academic advisors, biology students are able to tailor their course of study during their junior and senior years to concentrate in one of several areas of biology. Upper-level coursework is available in cellular/molecular and organismal biology. All students engage in a rigorous two-semester senior project focusing on the student’s interest area. A summer or semester internship enables students to practice biology and focus their career goals. Internship sites include the Audubon Society of New Hampshire, the Nature Conservancy, the Montshire Museum of Science, Dartmouth-Hitchcock Medical Center, and the Lake Sunapee Protective Association, whose regionally recognized water-quality testing laboratory is located in the Ivey Science Center. An active Biology Majors Club supports a wide variety of co-curricular activities that are conceived and planned by the students. Trips to museums, aquaria, and national wildlife refuges and participation in the Northeast New England Biological Conference are just some of the opportunities sponsored by the majors club.

Biology graduates are prepared with necessary skills and knowledge for a career in biology. If a student wants to prepare for eventual entry into a graduate, medical, or professional program, the Natural Sciences Department offers two-semester sequences in calculus, organic chemistry, and physics to provide the necessary admission requirements.

Requirements

Liberal Education Requirements

BIO 106, 107, 212, 217, 485, 486, 487

CHE 101, 102

Two courses selected from CHE 201, 202, PHY 101, 102

Five BIO courses, at least four at the 300- or 400-level*

At least one organismal/environmental course selected from: BIO 314, 403, 407, or designated 350 or 450

At least one cellular/molecular course selected from: BIO 304, 321, 402, 406, or designated 350 or 450

MAT 220 or 221

BIO 109 strongly recommended

Students must have at least a C (2.0) cumulative GPA in all BIO courses to graduate.

* Includes all BIO courses plus ESS 324, 326, 419, 424. The department also offers BIO 250, 350, 450 at regular intervals.

Major Acceptance

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in BIO 106 and 107
- Written statements that address the following (to be produced in consultation with your advisor early in spring semester of sophomore year):
 1. Strengths and weaknesses in biological subject matter and academic skills, e.g., writing, public speaking
 2. Future goals in terms of interests for upper-level courses, possible internship experiences, e.g., sites and goals, and senior research interests
- Writing sample chosen from BIO 106, 107, or 212

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|-------------------------------------|
| First Year | |
| WRT 105 | BIO 106 |
| BIO 107 | CHE 102 |
| CHE 101 | CIS 105 |
| First Year Pathway Seminar | Liberal Education Course or MAT 220 |
| BIO 109 recommended | Liberal Education Course |
| Sophomore Year | |
| BIO 212 | BIO 217 |
| MAT 220 or 221 | CHE 202 or PHY 102 |
| CHE 201 or PHY 101 | Sophomore Pathway Seminar |
| Liberal Education Course | Liberal Education Course |
| BIO 109 recommended | BIO 109 recommended |

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|---|---|
| Junior Year | |
| Biology Elective | Biology Elective (300- or 400-level) |
| Biology Elective (300- or 400-level) | Elective (CHE 202 or PHY 102 recommended) |
| Elective (CHE 201 or PHY 101 recommended) | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| BIO 109 recommended | BIO 109 recommended |
| | BIO 485 Summer Internship |

Senior Year

| | |
|--------------------------------------|--------------------------------------|
| Biology Elective (300- or 400-level) | Biology Elective (300- or 400-level) |
| BIO 486 | Elective or BIO 485 |
| BIO 109 recommended | BIO 487 |
| Electives | BIO 109 recommended |
| | Electives |

Total Credit Hours: 120 minimum

Projected schedule of upper-level course offerings:**Spring 2005**

Cellular/Molecular: BIO 402 (Genetics)

Organismal/Environmental: BIO 407 (Conservation Biology)

Fall 2005

Cellular/Molecular: BIO 406 (Biology of Development) or BIO 350 (TBA)

Organismal/Environmental: BIO 350 (Bird Ecology or TBA)

Biology Minor**Requirements**

BIO 106 and 107; either BIO 212 or 217; three additional 3- or 4-credit courses in BIO, at least two of which must be at the 300- or 400-level.

Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings**BIO 106 The Chemical and Cellular Basis of Life****4 credit hours**

This course introduces students to the processes that occur within organisms. Topics include basic biological chemistry, the action of enzymes, acid/base balance, osmosis and diffusion, the structure and function of cells, energy and metabolism, cell division, genetics, protein synthesis, and an introduction to molecular genetics. Laboratory work is included. Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

BIO/CES 107 Interactions in Biology**4 credit hours**

This course introduces biology as a study of the patterns in nature and their causes. Using outdoor sites, students measure and observe plants and animals and design independent investigations to explain the patterns they see. Their explorations are

related to ecology concepts in population, community, ecosystem, evolutionary, physiological, behavioral, and applied ecology. Field investigations are supplemented with computer simulations. Offered fall and spring.

Exploration Area: Science

Arts and Sciences Elective Area III

BIO 109 Biology Seminar

1 credit hour

The Natural Sciences Department provides a program of speakers each term on topics in biology and other areas of science. Seminars are open to the public. Students may receive one credit hour for attendance at 80 percent of the semester's talks. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

BIO 205 Human Anatomy and Physiology I

4 credit hours

This is the first semester of a two-semester sequence in human anatomy and physiology. Students begin with a review of cellular physiology and then explore the anatomy and physiology of five important systems: integumentary, skeletal, muscular, nervous, and endocrine. This course has both lecture and laboratory requirements, including dissections. Offered fall and spring.

Prerequisite: BIO 106

BIO 206 Human Anatomy and Physiology II

4 credit hours

This is the second semester of a two-semester sequence in human anatomy and physiology. The material covered in this course includes anatomy and physiology of the following systems: cardiovascular, immune, respiratory, digestive, renal, and reproductive. This course has both lecture and laboratory requirements, including dissections. The material covered in this course assumes knowledge of the systems covered in BIO 205. Offered fall and spring.

Prerequisite: BIO 205

BIO 207 Microbiology

4 credit hours

This course involves the study of the fundamental principles of microbiology and the relationship of microorganisms to disease. Microbial morphology, growth, metabolism, genetics, diversity and ecology, and viruses are stressed in the lectures. Laboratory work includes the preparation of media, cultural methods, microscopic work, the control of organisms by physical and cultural means, and quantitative techniques. Offered spring.

Prerequisite: BIO 106

BIO 212 Evolution and Diversity

4 credit hours

Biologists estimate that there are about 30 million separate species on earth. What are they and how did they get here? Students do not learn them all in this one semester course, but do learn the major types of animals, plants, fungi, protists, and bacteria, paying special attention to how each organism is adapted to its particular environment. Students ponder how aquatic animals evolved to be able to survive on dry land and how plants and animals survive in extremely cold or dry environments. Students also learn the details of how evolution works, from mutations in DNA to changes in frequency of genes and the formation of new species. This course ties together knowledge about molecules, cells, and ecology. Labs demonstrate principles and organisms discussed in class. Offered fall.

Prerequisite: BIO 106

BIO 217 Organismal Physiology**4 credit hours**

The physiology of organisms is a crucial link between cellular processes and ecological interactions. Each individual organism is both an aggregate of billions of cells and, at the same time, merely one organism among billions of others within an ecosystem. In this course, students explore the variety of ways organisms solve the basic problems of living by examining the physiology of plants, animals, and fungi, as well as the essential anatomy of each. Students explore tissues, organs, and organ systems in animals, and transport, nutrition, reproduction, and control mechanisms in plants. Labs concentrate on anatomical studies of plants and animals from various phyla as well as relevant physiological experiments. Offered spring.

Prerequisite: BIO 106

BIO 250, 350, 450 Special Topics in Biology**1-4 credit hours**

Faculty may elect to offer advanced courses in biology that are not regularly scheduled. Previously offered topics have included plant physiology, comparative zoology, cellular pathology, and spectrophotometry. Courses are designated organismal/ environmental or cellular/molecular as appropriate. If 1-credit hour topics courses are taken, a total of three credits may count as one of the required upper level BIO courses.

BIO 285 Biology Internship**0-3 credit hours**

This internship allows biology students an opportunity to explore particular careers and employment settings in biology. Students registering for this course work with departmental faculty and an on-site supervisor to design an appropriate internship experience. Presentation of results to the Natural Sciences department is required. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Pre-internship seminar, department approval

BIO 295, 395, 495 Independent Study**1-4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Natural Sciences department. An oral presentation to the Natural Sciences department of the results of the independent study is required. May not be used to meet a major requirement. May be repeated for credit.

Prerequisites: BIO 106, 107, permission of the department

BIO/CHE 304 Biochemistry**4 credit hours**

Topics in this course include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme regulation, kinetics, and mechanisms are emphasized. Thermodynamics and the role of phosphate compounds are studied. Important metabolic pathways are examined, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta-oxidation, fatty acid biosynthesis, and the urea cycle. Laboratory work introduces techniques such as ion exchange chromatography, thin layer chromatography, gel filtration chromatography, electrophoresis, and spectroscopic analyses of enzymatic reactions.

Prerequisite: CHE 201

BIO 314 Animal Behavior**4 credit hours**

In this course, students study what animals do, how they do it, and why. Behavior is thought of as an adaptation that has evolved through natural selection. Topics include feeding behavior, habitat selection, sexual selection, mating systems, parental care, orientation, communication, and social organization. The class is challenged to solve "Darwinian Puzzles." Students observe animals and conduct experiments during lab exercises and field trips. This Organismal/Environmental course is projected to be offered spring 2006.

Prerequisite: BIO 107

BIO 321 Cell Biology**4 credit hours**

This course includes considerations of microscopy, organization, replication, and expression of genetic material, membrane structure and physiology, organelle structure and function, cell-cell interactions, cytoskeletal organization and function, and cell mobility. Laboratory work is included. This Cellular/Molecular course is projected to be offered spring 2006.

Prerequisite: BIO 106

BIO 386 Student Research**0-4 credit hours**

This course allows students to investigate a biological phenomenon of interest prior to their senior research (BIO 486). Working closely with a faculty member, a student identifies a project of interest, performs a background literature search, designs and conducts experiments and measurements, and writes a report and/or presents a seminar. The research may be performed in the laboratory and/or as a field study in the surrounding environment. The student may choose a project that stands alone or is part of a larger study being conducted by the faculty member or other students. Students enrolled in BIO 386 meet regularly with seniors enrolled in BIO 486 for research discussions. A final presentation in Biology Seminar is required. Offered fall and spring.

Prerequisites: BIO 106, 107

BIO 402 Genetics**4 credit hours**

Both classical and modern topics are covered as students learn about the nature of the gene, gene action and its control, transmission of inherited characteristics, and behavior of genes in populations. The course also focuses on recent developments in genetic research and technology. Laboratory work is included. This Cellular/ Molecular course is projected to be offered in spring 2005.

Prerequisite: BIO 106

BIO 403 Comparative Animal Physiology**3 credit hours**

The evolutionary path of animals took us out of an aquatic environment and into a terrestrial one. It was this evolutionary move that required some ingenious adaptations, for all animals have the same physiological needs regardless of their environment. In this course students undertake an advanced examination of several physiological systems by comparing how animals living in different environments have adapted to meet their physiological needs. Topics may include reproduction, water balance, circulation and gas exchange, adaptations for movement, and temperature regulation. There is no laboratory component, but students use class time for relevant, hands-on anatomical and physiological activities.

Prerequisite: BIO 217 or BIO 205, 206

BIO 406 Biology of Development**4 credit hours**

Control of development in all stages of the life cycles of animals and plants is discussed. Laboratory work includes experiments with both animal and plant systems. Topics include fertilization, morphogenic movements, control of cell division, cell differentiation, and cell death in the normal development of organisms. This Cellular/Molecular course is projected to be offered fall 2005.

Prerequisite: BIO 106

BIO/CES 407 Conservation Biology**4 credit hours**

This course investigates the scientific basis behind topics in the new field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussion focuses on the ecological basis of the problem and relates that background to practical considerations and case studies. Readings include recent articles from journals. This Organismal/Environmental course is projected to be offered in spring 2005.

Prerequisite: BIO 107

BIO 480 Teaching Assistantship**1–3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

BIO 485 Biology Internship**0–6 credit hours**

Students in this course enroll for varied credit in a department-approved internship with an appropriate environmental or biological organization. Methods of evaluation based on the nature of the internship are determined by the Natural Sciences Department in conjunction with the on-site supervisor. An oral presentation to the Natural Sciences Department of the results of the internship is required. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Biology Major Acceptance, pre-internship seminar, department approval

BIO 486 Biology Senior Project (Capstone) I**2 credit hours**

Seniors in Biology must complete a research project in an area of the biological sciences. At the end of the junior year, the student selects an advisor for research and develops the project in conjunction with the advisor. Departmental approval and a formal presentation of the progress and results at the end of each semester are required. One faculty member coordinates all projects each term and meets with the students weekly to discuss their research and other current topics in all fields of biological research. Reading from the literature may be assigned to aid the discussion. In this course the student completes a literature search, develops and tests methods, and presents a preliminary report. The student's project is completed in BIO 487, where the bulk of data collection and analysis occurs. Offered fall.

Prerequisites: BIO 212, 217, Biology Major Acceptance

BIO 487 Biology Senior Project (Capstone) II**2 credit hours**

This is a continuation of the project begun in BIO 486. In this course students complete the project started in BIO 486 by collecting and analyzing data, and preparing a final presentation and paper. Offered spring.

Prerequisite: BIO 486

Business Administration

B. COOK, E. CROCKFORD, W. DERRENBACHER, M. GREEN, L. MALAN, M. MCENRUE,
J. MURPHY, A. QUINN, T. STARK, D. SWANZ, E. WADSWORTH

Bachelor of Science: Business Administration

The Bachelor of Science in Business Administration provides a solid foundation in the Liberal Arts, which is essential for business careers in today's marketplace. The Business Administration major qualifies graduates for positions in corporate or business settings as well as in hospitals, museums, etc. Introductory courses develop an understanding of the terminology, underlying concepts, and analytical techniques necessary to understand how organizations function. Emphasis is placed on computers as management tools. Upper-level courses allow students to gain knowledge and skills in various functional areas such as marketing, finance, and human-resource management. Students are equipped with decision-making abilities and the basic knowledge that permits them to progress toward responsible management positions in many different types of organizations.

Case studies and other simulation techniques are utilized to give students the opportunity to gain skills in use of knowledge as it applies to concrete situations. An important feature of the program is integration of off-campus field experiences and internships with classroom study. Particular attention is given to personal and societal-value issues as they pertain to working in an organization and to the dilemmas of balancing the various demands of personal needs, family expectations, and career expectations.

Graduates are working in such fields as marketing, finance, and accounting, personnel, communications, brokering, and retailing in a variety of organizations across the country.

Requirements

Liberal Education Requirements

BUS 115 or 116, 215, 216, 224, 231, 305, 312, 316, 318, 403, 412, 460, 485, 486

ECO 101, 102

MAT 220

PHI 213

Business Electives:

Choose any 5 courses from those listed below. One must be at the 400-level:

| Human Resource Management | Management | Marketing | Finance | Information Management Technology |
|--|-------------------|------------------|----------------|--|
| BUS 302 | BUS 321 | BUS 325 | BUS 319 | BUS 320 |
| BUS 324 | BUS 323 | BUS 407 | BUS 326 | BUS 328 |
| BUS 331 | BUS 361 | BUS 411 | ECO 203 | BUS 404 |
| | BUS 406 | | | IMT 201 |
| | | | | IMT 202 |

Depending on the topic, BUS 350 can be used as a Management, Marketing, or Finance elective.

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a C (2.0) average in BUS 115, 215, 216.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|---------------------------|
| First Year | |
| WRT 105 | BUS 215 |
| BUS 115 | BUS 216 |
| First Year Pathway Seminar | MAT 220 |
| Liberal Education Course | Liberal Education Course |
| CIS 105 | Liberal Education Course |
| Sophomore Year | |
| BUS 224 | BUS 231 |
| BUS 312 | ECO 102 |
| ECO 101 | Sophomore Pathway Seminar |
| PHI 213 | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Junior Year | |
| BUS 305 | BUS 316 |
| BUS 318 | Business Elective |
| Business Elective | Elective |
| Business Elective | Elective |
| Elective | Elective |
| | BUS 485 Internship |
| Senior Year | |
| BUS 403 | BUS 460 |
| BUS 412 | Business Elective |
| BUS 486 | Elective |
| Business Elective | Elective |
| Elective | Elective |
| Elective | |

Total minimum credit hours: 120

Business Administration Minor

The minor in Business Administration is designed to be completed with a major in another academic discipline and provides basic functional skills for employment in a wide variety of areas. Its purpose is to broaden the career opportunities of liberal arts graduates combining a working knowledge of essential business principles with the chosen field of concentration.

Requirements

BUS 115 or 116, 215, 216, 231, 316

Any 300- or 400-level Business Elective

Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings

BUS 115 Introduction to Organizations **3 credit hours**

This course analyzes the functioning of organizations in our society. While the primary focus is on business organizations, attention also is given to organizations in the nonprofit sector, which faces many of the same issues and opportunities. The course focuses on the internal arrangement and practices of organizations. Aspects such as management, employees, customers, finance, and controls are covered in the course. The underlying theme of the course is the way in which organizations cope with external forces in a changing and uncertain global environment. Students are assigned to small teams. Case studies, guest speakers, current news, and individual presentations are used to illustrate practical application of concepts. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

BUS/CES 116 Introduction to Organizations (Environmental) **3 credit hours**

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision-making, employees, customers, forms of business, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations cope with and adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory, but they are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

BUS 215 Management **3 credit hours**

Management of organizations always has presented unique challenges. These challenges have only escalated as we move into the twenty-first century. With rapid and unexpected change in our environment, greater global competition, and changing technology, special skills are needed to manage organizations. This course aims to develop specific management skills such as decision making, motivating, communicating, team building, conflict management, and empowering others. Students are

engaged in a number of hands-on exercises, case studies, and group assignments. The objective of this course is to prepare future managers for dealing with the demands and challenges they will face in our turbulent world. Not open to students in their first semester of study. Offered fall and spring.

Prerequisite: WRT 105

BUS 216 Financial Accounting

3 credit hours

This course introduces the basic concepts of accounting. Accounting describes economic events that occur in organizations and is presented as a course of information and a tool for effective decision making. Students learn to prepare, understand, and interpret financial statements. Actual company annual reports, 10k, and proxy statements are used. The course is taught from an accounting user perspective. Offered fall and spring.

Prerequisite: MAT 122 or above

BUS 224 Managerial Accounting

3 credit hours

Building on the financial terminology and statement-preparation skills acquired in BUS 216, this course develops the student's ability to make management decisions for planning and control purposes using accounting data. Course topics covered include cost classification, cost behavior, pricing, cost-volume-profit break-even analysis, capital budgeting (net present value, internal rate of return, payback), operational and financial budgeting, forecasting, performance evaluation, and such timely topics as just-in-time manufacturing and quality control. Offered fall and spring.

Prerequisites: BUS 115, 216

BUS 231 Marketing

3 credit hours

This course is designed to introduce the student to the broad scope of marketing. Students survey the fundamentals of marketing, including planning, pricing, promoting, and distribution of goods and services. They study the marketing environment and marketing information system and analyze consumer and industrial markets. Through use of a computing simulation, students assume marketing management responsibilities for a high-tech company in a competitive industry. Offered spring and fall.

Prerequisite: BUS 115

BUS 250, 350, 450 Topics in Business

1-3 credit hours

Students are given the opportunity for an in-depth study of a topic or topics in business that are not part of the regularly scheduled course offerings. The topic or topics for a given term are announced before registration. Offered fall and spring.

BUS 285 Business Internship

0-3 credit hours

This internship course is a 120-hour minimum commitment designed to provide students with an on-site business experience early in their college career. While the student is responsible for finding an internship site, both the Career Development Center and the faculty provide advice and counsel. The firm where the internship is held provides on-site supervision to the intern and submits a final evaluation of the intern's performance. The intern is required to submit a written report on his or her internship experience to the department at the conclusion of the internship. This course may be repeated. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, department approval

BUS 295, 395, 495 Independent Study **1-3 credit hours**

Qualified students interested in advanced work in courses not offered by the department may pursue individually determined projects in a particular area under the direction of a member of the Business Administration Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Business department

BUS 302 Managerial Communication **3 credit hours**

This course is designed to help students improve their skills in professionally oriented communication: business letters, reports, and résumés. Oral communication skills include running meetings, presenting to groups, and one-to-one situations such as job interviews and performance appraisals. The readings, computer simulation, and assignments illustrate the underlying principles of effective communication while providing hands-on practical application of the theory. Students leave the class with a working résumé and cover letter, hands-on practice writing other business correspondence, and mock job interviews. At least three presentations are required, one of which is videotaped. Word-processing proficiency is required. Offered fall.

Prerequisites: WRT 105, junior standing or above; or permission of instructor

BUS 305 Business Law **3 credit hours**

This course provides a study of the origin of laws, the court system, and legal procedures with emphasis on their impact on business policies. An in-depth study is made of contract law and its elements and agency. In addition, there are limited introductions to the laws relating to real property, wills, and the Uniform Commercial Code. Emphasis is placed on the student's ability to apply the legal concepts learned in the course. Offered fall.

Prerequisites: BUS 115, sophomore standing or above

BUS/IMT 312 Business Applications of the Computer **3 credit hours**

Students learn to use the computer in analysis and decision making. This class uses Microsoft Excel in business applications utilizing spreadsheets, graphing, data analysis, and macro development. By using software applications to create data tables, budgets, and financial statements, students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring.

Prerequisite: CIS 105

BUS 316 Human Resource Management **3 credit hours**

The field of Human Resource Management encompasses those activities designed to provide for and coordinate the human resources of an organization. The course focuses on the relationship between people and the organizations they work for from the manager's perspective. Topics include planning, recruiting, selecting, training, and counseling employees, compensation management, and labor relations. Offered fall and spring.

Prerequisites: WRT 105, junior standing or above; or permission of instructor

BUS 318 Finance **3 credit hours**

This course integrates knowledge of accounting, management, and economics as students study financial markets and institutions and the decisions of financial managers. Students develop skills in working capital management, capital budgeting,

financial statement analysis, forecasting funds requirements, and interpreting stock and bond listings. Class discussions also cover timely topics from the financial press, such as *The Wall Street Journal*. Offered fall and spring.

Prerequisites: BUS 115, 216, 224

BUS 319 Investment Management

3 credit hours

This course covers basic investment concepts, practices, and procedures. Industry and company financial analysis are studied and emphasis is put on the investment decisions. Student teams manage a hypothetical portfolio as an integral part of the course. Case studies and guest speakers are also used. A visit to the New York Stock Exchange normally is offered. Offered fall.

Prerequisites: BUS 115, 216, 224, 318

BUS 320 Management of Technology

3 credit hours

Organizations have to cope with rapid advances in technology both within the organization and external to the organization. This course examines changes resulting from advances in technology and how they relate to administration and management. Cases and readings utilized present a representative sampling of the disruptions to the managerial process caused by technological innovation. The goal of the course is to prepare the student to manage the unexpected. Offered spring.

Prerequisites: BUS 115, CIS 105

BUS/CES 321 Organizations and their Environment

3 credit hours

Organizations have to adapt to the challenges and forces of a complex external environment. Some of the dimensions of this external environment are economic, political, social, competitive, or technological in nature. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment. Natural resources are being depleted, air and water quality is deteriorating, and species are going extinct at a rapid rate. The physical conditions that the human species require for survival and existence are being destroyed by their own actions. In this course students explore that interaction between organizations and their natural environment. Students look at some of the critical issues facing organizations. Students use literature, readings, case studies, current examples, debate, site visits, walks outside, and personal reflection to improve their understanding of their own relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

Prerequisites: WRT 105, sophomore standing or above

Exploration Area: Environmental Literacy

BUS 323 Management in a Global Environment

3 credit hours

One of the major challenges to management in modern times is to cope with the growing internationalization of the marketplace. Traditional and domestic borders no longer bind market opportunities and competitive threats. In addition to the boundaries being dissolved, the international political, economical, social, technological, and market dimensions are becoming increasingly uncertain and changes are rapid and unexpected. Economic practices have global environmental consequences. Under these circumstances, there is a challenge for American managers to be aware of global trends, to remain competitive at the strategic level, and to

structure their organizations internally to respond to a changing contextual environment. The challenge facing American managers is exacerbated by severe criticism of the role of multinationals. Environmental practices, human resource treatment, ethical behavior, and the reliance on large, undemocratic organizations have come under the spotlight recently. What are the issues and how should organizations respond? This course explores opposing perspectives and searches for practical solutions to global problems. Offered spring.

Prerequisites: WRT 105, sophomore standing or above

Exploration Area: Global Perspectives

BUS 324 Labor Relations and Negotiations **3 credit hours**

This course explores the dynamic relationship between employers, organized labor, and the state. An analytical framework is applied to the development of American labor history. This framework is used in a comparative way to analyze labor-relations systems of other countries. Some of the more contemporary developments in American and global labor relations are covered and discussed. This course also develops negotiating skills in general settings (not just labor negotiations) by means of role plays and case studies. Offered fall of even-numbered years.

Prerequisite: BUS 115

BUS 325 Consumer Behavior **3 credit hours**

This course takes an interdisciplinary approach to the study of consumers and decision-making processes for the purpose of systematically defining the organization's target market. This course explores the behavior that consumers display in searching, purchasing, using, evaluating, and disposing of products. It addresses the psychological and sociological foundations of human behavior and how firms research these areas and design strategies on the basis of what they learn. Offered fall.

Prerequisite: BUS 231

BUS 326 Introduction to Personal Finance **3 credit hours**

Who needs to know financial survival skills? Nurses, doctors, lawyers, teachers, artists, scientists, and students soon to leave college life. This course explores the world of money management, insurance, investments, taxes, and pension and employee benefits, assuming a beginner's level of knowledge. This is an interactive, hands-on course that may include outside speakers. At the course conclusion, students understand the basics of financial planning, for example: building a budget, the benefits of paying yourself first, transferring risk through insurance, maximizing employer pension plans, and the effects of taxation. The goal of this course is to have an outline of a financial plan at the end of the semester. Offered spring.

Prerequisite: MAT 122 or above, junior standing or above

BUS 328 E-commerce Opportunities and Issues **3 credit hours**

As e-commerce moves from novelty to mainstream, managements need to understand the business and technological factors rapidly driving changes in industries, companies, and organizations. This course focuses on e-commerce and the Internet. It explores their importance today and where they may be headed in the future. Issues such as the regulatory environment, security, risks, and the impact of e-commerce and the Internet on globalization are explained. E-commerce is looked at from

the perspective of consumers, business partners, suppliers, system developers and internal company users. Real situations are reviewed to show how Internet based systems have become a critical asset and a central factor influencing organizational structures and workflows. Offered spring.

Prerequisites: CIS 105, junior standing or above

BUS 331 Conflict Management and Resolution **3 credit hours**

This course investigates the theory of conflict in a variety of venues, but particularly in business settings. Using lecture, discussions, research, case studies, role-playing, and an interactive Web site, students investigate theoretical and applied issues in causes of conflict, use in problem solving, conflict handling, and creativity. Students look at constructive conflict, escalation practices, justice, peacekeeping, and prevention. The class examines types of Alternative Dispute Resolution. Offered spring of odd-numbered years.

Prerequisites: WRT 105, sophomore standing or above

BUS 361 Classic Leadership **3 credit hours**

Leadership is an important aspect of successful management in modern times. Examples of leadership are found in all spheres of our society. Successful individuals through the ages have one thing in common: they are good leaders. In this course students explore modern leadership theory using examples of both classic and contemporary leaders and writings. The course links the theoretical concepts to practical application by means of readings, movie clips, exploration, and analysis of what leaders do. Students discover ways in which they can be better leaders now and in their future careers. Offered fall.

Prerequisites: WRT 105, sophomore standing or above

BUS 403 Organizational Behavior **3 credit hours**

Organizations have to cope with and survive in rapidly changing environments. These changes at the macro societal, political, and economic levels have a major impact on the arrangement inside organizations. This course looks at the way in which the interaction of people inside organizations contributes to overall organizational effectiveness and success. Often these interactions are affected by uncertainty, ambiguity, and frustration. This course uses the classroom as a learning organization. The classroom serves not only as a vehicle to achieve learning objectives, it also is an object of analysis and interpretation. Topics such as group cohesion, diversity, leadership, and organizational culture are addressed. Effectiveness in meeting learning objectives is a function of successful participation in interpersonal and group interactions in the class. Offered fall and spring.

Prerequisite: BUS 215

BUS/IMT 404 Improving Management Decision Making **3 credit hours**

Managers make decisions all the time. Some decisions are routine, but others have major implications for their organizations. How do managers improve the quality of their decision making by using quantitative data and computer technology? This course concentrates on the quantitative dimension of decision making. Students use Excel, SPSS, and other computer application software to analyze data. The course addresses optimization problems, trends, prediction, statistical analysis, and other

methods for improving the quality of decisions. The course also requires students to read and interpret empirical research studies. This is a practical, hands-on course that prepares students to use and interpret quantitative information. Offered fall.

Prerequisites: BUS 312, MAT 220

BUS 406 Management of New Enterprises **3 credit hours**

This course examines the many aspects of starting and successfully managing a small business, such as selecting location, securing financing, dealing with legal issues, developing a marketing plan, and securing and motivating employees. Students develop a comprehensive business plan, which they present to the class. Offered fall.

Prerequisites: BUS 115, 216, 224, 231, 318

BUS 407 Advertising **3 credit hours**

This course examines the functions and roles of promotional strategies in the context of the marketing concept. Emphasis is placed on the role of advertising as a strategic variable in executing a marketing plan. Case studies and projects provide experience in developing creative advertising and promotional strategies and in the use of such communication media as television, radio, and print. Offered fall.

Prerequisites: BUS 231, 325

BUS 411 Market Research **3 credit hours**

This course introduces students to the techniques of gathering, analyzing, and using information to aid marketing decision making. It addresses the value of research as well as identification of the problem to be solved and research-design issues. Particular emphasis is placed on various survey techniques for data collection, and students are given the opportunity to apply these techniques by developing research projects. Offered spring.

Prerequisites: BUS 231, 325; MAT 220

BUS 412 Operations Management **3 credit hours**

This course deals with complex organizational systems that are designed to coordinate the firm's personnel, equipment, materials, and structures to effectively produce a product or deliver a service to the consumer. The focus is on the process of gathering scarce resources, organizing the production strategy, planning its operation, and controlling its output. Offered fall.

Prerequisites: BUS 115, 312; CIS 105; MAT 220

BUS 460 Strategic Management (Capstone) **3 credit hours**

In a turbulent and rapidly changing environment, organizations need to know the direction in which they are headed. How do organizations cope in such a changing environment? This course is an integrative and essential component of Business Administration. It takes a broad view of the organization and its position in a competitive environment. It integrates all the different functional elements of a business. The theoretical assumptions of strategic management are explored and applied by means of case-study discussions and practical examples. Special topics such as the international dimension of business, diversity, ethics, and quality are discussed. Students become "part of the strategic team" by means of a computer simulation exercise. Offered spring.

Prerequisites: BUS 115, 215, 216, 231, 318, senior standing

BUS 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. This course cannot be used as a business elective course. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

BUS 485 Business Administration Internship**0-6 credit hours**

Candidates for a B.S. in Business Administration are required to complete an approved internship of six weeks or 240 hours duration in an organization. This internship must be taken sometime between the beginning of the second term of the junior year and the end of the first term of the senior year. While the responsibility for finding a suitable internship rests with each student, departmental faculty and the staff of the Harrington Center are prepared to play an active supporting role in the search and selection process. During the internship, the student files weekly activity reports with the designated department faculty member. These reports serve as basis for a written report, which is presented at the Senior Seminar held in the fall semester, and of an internship review conducted by the Senior Seminar professor and the individual student. Graded Pass/Fail. Offered spring, summer, and fall.

Prerequisites: Pre-internship seminar, Business Administration Major Acceptance, department approval

BUS 486 Senior Seminar**1 credit hour**

The Senior Seminar is designed to facilitate the integration of conceptual and practical learning in business and serve as a transition between college and work. During this course, students are addressed by outside speakers possessing direct and practical business experience. An oral presentation based on the student's internship experiences is required. Each student develops a complete résumé and reviews it with the course professor and the Career Development Center. Students describe their "ideal job" and identify and research an organization where such an opportunity exists. The résumé and job research serve as a basis for several mock interviews the student has with experienced guest executives invited to the seminar during the last two weeks of class. Graded Pass/Fail. Offered fall.

Prerequisites: BUS 485, senior standing

Chemistry

C. COOLIDGE

CHE 101 Chemical Principles I**4 credit hours**

Topics covered in the first semester of Chemical Principles include basic properties of matter, stoichiometry, the interactions of light and matter, an introduction to quantum theory, the electronic structure of the atom, chemical periodicity, thermochemistry, bonding theories, and the properties of gases. The laboratory exercises

introduce students to various quantitative methods of analysis, including gravimetric analysis, titrations, and visible spectroscopy. Offered fall.

Exploration Area: Science

Arts and Sciences Elective Area III

CHE 102 Chemical Principles II

4 credit hours

Chemical Principles II is a continuation of Chemistry 101 that builds upon the principles developed in that course. Topics include properties of liquids, solids, and solutions, kinetics, chemical equilibria, acid/base chemistry, solubility equilibria, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. The laboratory includes additional experience with instrumental and non-instrumental methods of analysis, synthesis, and solution equilibria. Offered spring.

Prerequisite: CHE 101

CHE 201 Organic Chemistry I

4 credit hours

Topics covered in the first semester of organic chemistry include the structure of organic compounds, organic nomenclature, stereochemistry, and an introduction to organic reaction mechanisms, including radical halogenation, nucleophilic substitution, and elimination. Laboratory work emphasizes the mastery of basic techniques of organic chemistry, including recrystallization, extraction, distillation, and the determination of physical properties. Offered fall of odd-numbered years.

Prerequisite: CHE 102

CHE 202 Organic Chemistry II

4 credit hours

The study of organic chemistry continues using a mechanistic and synthetic approach to functional group chemistry. Organic spectroscopy is emphasized. The behavior of alcohols, ethers, aldehydes and ketones, and carboxylic acids and their derivatives are examined in greater detail. The course concludes with an introduction to important classes of biomolecules including lipids, carbohydrates, and proteins. Laboratory work emphasizes synthetic organic chemistry and qualitative organic analysis. Offered spring of even-numbered years.

Prerequisite: CHE 201

CHE 295, 395, 495 Independent Study

1-4 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

Prerequisite: CHE 102, permission of the department

CHE/BIO 304 Biochemistry

4 credit hours

Topics in this course include the structure and function of proteins, carbohydrates, lipids, and nucleic acids. Enzyme regulation, kinetics, and mechanisms are emphasized. Thermodynamics and the role of phosphate compounds are studied. Important metabolic pathways are examined, including glycolysis, the citric acid cycle, electron transport and oxidative phosphorylation, beta-oxidation, fatty acid biosynthesis, and the urea cycle. Laboratory work introduces techniques such as ion

exchange chromatography, thin layer chromatography, gel filtration chromatography, electrophoresis, and spectroscopic analyses of enzymatic reactions.

Prerequisite: CHE 201 or permission of instructor

CHE 480 Teaching Assistantship

1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisites: CHE 102, permission of department chair and instructor

Child Development

M. ABECASSIS, J. BLISS, M. CLEMENT, J. EWING

Bachelor of Science: Child Development

The Bachelor of Science in Child Development provides a liberal arts foundation, a solid grounding in psychology and child development, and professional experience in any of several potential fields. The Early Childhood Education option provides students with additional courses in education and a teaching internship leading to K-3 certification. Depending upon the focus of their studies, graduates of these programs are prepared for employment in nursery schools, kindergartens, elementary schools, hospitals, childcare centers, and other agencies that offer services to young children and their families. They also are prepared to pursue advanced studies in related fields.

Students in the Child Development major choose an internship experience to use the knowledge learned in the classroom in an applied setting. New England agencies that have sponsored internships for Colby-Sawyer students include the Children's Hospital Medical Center, Children's Museum of Boston, Spaulding Youth Center, Special Olympics, the Windy Hill School (campus laboratory school), and Dartmouth-Hitchcock Medical Center in New Hampshire. Other recent internship experiences have taken place in a school library, a school for emotionally handicapped children, Head Start programs, an infant child-care setting, and a public school inclusion program. Students design their own internship experiences with the support and approval of the department.

Requirements

Liberal Education Requirements

CHI 205, 306, 308

PSY 101, 203, 401, 404

Two PSY courses at 200-level or above

PSY 306 or CHI 309

SOC 101, 203, 304

Modern American History or Modern American Government course

CHI 312 (Not required for students who select Early Childhood Education Certification)

CHI 485 (Not required for students who select Early Childhood Education Certification)

Major Acceptance

A minimum cumulative GPA of C (2.0) and minimum grades of C (2.0) in PSY 203 and CHI 205.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|-------------------------------------|--|
| First Year | |
| WRT 105 | PSY 203 |
| PSY 101 | SOC 203 |
| SOC 101 | Math Requirement |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Second Year | |
| CHI 205 or Liberal Education Course | Liberal Education Course or CHI 205 |
| PSY 200- or 300-level | PSY 200- or 300-level |
| Modern American GOV | or Modern American History Course |
| CIS 105 | Sophomore Pathway Seminar |
| Liberal Education Course | Liberal Education Course |
| Third Year | |
| CHI 309 or Elective | PSY 401 |
| CHI 306 | CHI 308 |
| SOC 304 | PSY 306 or Elective |
| Elective | CHI 312 |
| Elective | Elective |
| Fourth Year | |
| PSY 404 | CHI 485 (may be taken either semester) |
| Elective | |
| Elective | |
| Elective | |

CHI 285 is strongly recommended during the sophomore year in the semester when CHI 205 is not taken.

Total credit hours: 120 minimum

Child Development Minor

Requirements

The Child Development minor consists of 18 credit hours: PSY 101, 203; CHI 205, 306; and four additional credit hours of course work chosen from Psychology, Sociology, or Child Development courses at the 300- or 400-level currently required for the Child Development major. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

Child Development with Early Childhood Education Certification

Through this program, students can earn New Hampshire Teacher Certification in Early Childhood Education (K-3). The program requirements and the suggested registration are listed in the Education Section of this *Catalog*.

Course Offerings

CHI 205 Services for Young Children 4 credit hours

This course provides students with an introduction to various services, programs, and policies that are relevant to young children and their families. It also examines the role of the professional in each of these settings. Students have the opportunity to examine topics such as social policy and child advocacy, childcare, child abuse, early education, and programs for special populations. A 30-hour field practicum/lab is required. Students may choose from several types of placements in preschools, Head Start programs, hospitals, and childcare centers. Offered fall and spring.

Prerequisite: PSY 203

CHI 285 Child Development Internship 0-3 credit hours

Students may enroll in a part-time internship (three to nine hours per week) to gain additional experience working with young children. Various placement sites are possible; these include, but are not limited to, childcare centers, hospitals, schools, and special education programs. Graded Pass/Fail. Offered fall and spring.

Prerequisites: PSY 203, CHI 205, pre-internship seminar

CHI 295, 395, 495 Independent Study 1-3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. This distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for additional credit. Offered fall and spring.

Prerequisite: Permission of the department

CHI 306 Experiences with Young Children 4 credit hours

This course applies theory and research in child growth and development to the planning, implementation, and evaluation of appropriate activities and projects for young children through age eight. The course is designed for students who intend to work with children in childcare centers, hospitals, social-service agencies, and recreation programs, as well as for those interested in teaching in the primary grades. The student learns to assess children's behavior in all domains, to plan activities that are based upon these assessments, to present activities to groups of children, and to evaluate these activities objectively. Additional emphasis is placed on guidance techniques, cooperative learning, special needs, and parent involvement. Each student develops a portfolio to document achievement of class goals. A four-hour-per-week practicum/lab at the Windy Hill School is required. Offered fall.

Prerequisites: PSY 203, CHI 205

CHI 307 Methods and Materials in Early Childhood Education 4 credit hours

This course applies recent research about learning and principals of child growth and development to classroom practice in Early Childhood Education. Emphasis is placed upon design and administration of appropriate educational programs for nursery school, kindergarten, and primary classrooms through grade three. Students investigate and compare various curriculum models and assumptions that underlie them.

Topics include choosing and sequencing subjects in an integrated curriculum, forming and implementing teaching units based on a project approach, use of technology with young children, the process of inclusion, and evaluation and record keeping. Students develop a semester-long project that incorporates literacy, mathematics, the arts, science, technology, and social studies. Each student develops a presentation portfolio as well as a philosophy statement on individual beliefs about teaching. A practicum/lab is required in which each student works four hours a week at the Windy Hill School or at a local elementary school. This course is required of all Child Development students who plan to pursue teacher certification. Offered spring.

Prerequisite: CHI 306

CHI 308 Evaluation of the Young Child **3 credit hours**

This course focuses on the overall process of assessing intellectual development and academic achievement of young children. Students learn about different types of observation techniques, developmental norms, and the administration and interpretation of various intelligence and achievement tests. Students also examine the legal and ethical considerations in assessment. Offered spring.

Prerequisite: PSY 203 or 206 or 240

CHI 309 Exceptional Children **3 credit hours**

This course focuses on educational handicapping conditions in young children. Legislation and litigation trends are examined. Such educational handicaps as mental retardation, learning disabilities, ADHD, behavioral disorders, communication disorders, and physical disabilities as well as giftedness are examined with a view toward intervention and/or educational remediation. Student, teacher, parent, and administrative involvement in providing services for educationally handicapped children is examined. Offered fall.

Prerequisite: PSY 203 or 206 or 240

**CHI 310 Language and Literacy Development
in Early Childhood Education** **4 credit hours**

This course introduces students to theories of language and literacy development in young children. Emphasis is placed on understanding how children, especially those from birth to five, develop language and literacy and the relationship between this knowledge and appropriate practices. Students learn how to plan, implement, and assess learning activities that support language and literacy development of the individual child. Opportunities for in-depth study of children are provided through the required four-hour per week practicum/lab at Windy Hill School. Offered fall.

Prerequisites: PSY 203, CHI 205

CHI 311 Literacy Instruction in Early Childhood Education **4 credit hours**

This course applies the theories of teaching young children and the research on literacy development to classroom practices in early childhood education. Emphasis is placed on understanding how children, especially those in kindergarten through the primary grades, develop literacy and how this knowledge informs appropriate classroom practices. Students learn how to plan, implement, and assess literacy learning activities that support the individual child in the classroom setting. Opportunities for in-depth study of children are provided through the required four-hour per week practicum/lab in Windy Hill School or at a local public school. Offered spring.

Prerequisites: PSY 203, CHI 310

CHI 312 Social Policy: Children, Youth, and Society 4 credit hours

This course introduces students to issues that lie at the intersection of child development research and social policy issues. Students examine a variety of organizations and programs that play a part in and affect the lives of children, youth, and families. Students become familiar with local, state, federal, and international organizations and policies. A practicum/lab in a social-service organization is required. Offered spring.

Prerequisites: CHI 205, PSY 203

CHI 313 Early Childhood Education Mathematics Methods 2 credit hours

This course applies the theories of teaching young children and recent research on mathematics development to classroom practices in early childhood education. Emphasis is placed on understanding how children, especially those in nursery school, kindergarten, and the primary grades, develop mathematical knowledge and how this information informs appropriate practices. Students learn to plan, implement, and assess mathematics-learning activities that support the individual child in the classroom setting. Offered spring.

Prerequisite: Fulfilled Math requirement

CHI/PSY 320 Children at Risk 3 credit hours

This course examines children in different risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

Prerequisite: CHI 205 or PSY 200-level course

CHI 350, 450 Topics in Child Development 1-3 credit hours

Students are offered the opportunity for an in-depth study of a particular topic in Child Development that is not part of the regularly scheduled course offerings. The topic for each term is announced before registration. Offered fall and spring.

Prerequisite: For CHI 350: One 200-level course in Child Development

For CHI 450: One 300-level course in Child Development

**CHI 430 Research and Reflection
in Early Childhood Education** 0-3 credit hours

This course provides prospective teachers with the opportunity for in-depth study in an area of interest and/or need in combination with classroom experience. Child Development majors in the Early Childhood Education program may enroll in this course in the semester they are not completing CHI 490: Child Development Early Childhood Education Teaching Internship. Offered fall and spring.

Prerequisites: CHI 307, 310, 311

CHI 480 Teaching Assistantship 1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

CHI 485 Child Development Internship and Professional Development Seminar

6-15 credit hours

Students in this course work in a setting serving children or families. Placements include, but are not limited to, hospitals, nursery schools, schools, museums, shelters, social-service agencies, and government agencies serving families. Work in these sites is designed to help students apply their academic knowledge of child development. *Internships include a weekly seminar with the course instructor. 2.5 site-directed hours per week equals one credit hour.* Graded Pass/Fail. Offered fall and spring.

Prerequisites: Pre-internship seminar; Child Development Major Acceptance, department approval

CHI 490 Child Development, Early Childhood Education Teaching Internship

15 credit hours

This internship is required of those students who are applying for New Hampshire Early Childhood Education teacher certification. It is a full-time, semester-long program in a kindergarten, first, second, or third grade. These placements can be in either private or public schools. Students must have a minimum 2.5 cumulative grade point average, and a minimum 2.5 grade point average in the courses required for the Child Development, Early Childhood Education option. Students earn a letter grade. Offered fall and spring.

Prerequisites: A grade of B- or better in CHI 306 and the lab portion of CHI 306, 307, 310, 311; CHI 308, 309; acceptance into the Teacher Preparation Program; department approval.

Communication Studies

P. ANDERSON, D. BERGHORN, D. COONLEY, H. FULLER, M. MCMAHON, M. MEADE, J. ZINOR

Bachelor of Arts: Communication Studies

Based in the Humanities Department, the Communication Studies Program is an interdisciplinary major that presents communication skills and issues in both a liberal arts and a professional context. The program emphasizes the skills of speaking, writing, seeing, and thinking while offering specialization in audio, video, and multimedia production, print and writing.

Requirements

Liberal Education Requirements

Communication Core Courses

COM 201, 203, 216, 325, 341

Specialization Course Requirements

27 credit hours, nine from each of the following three areas. At least five of these courses must be taken at the 300-level.

| Audio-visual Production <i>(9 credits required)</i> | Print and Writing <i>(9 credits required)</i> | Theory <i>(9 credits required)</i> |
|---|---|--|
| COM 209 | COM 205 | COM 211 |
| COM 214 | COM 208 | COM 212 |
| COM 219 | COM 303 | COM 235 |
| COM 228 | COM 305 | COM 241 or 243 or 244 |
| COM 314 | COM 308 | COM 310 |
| COM 319 | COM 311 | COM 321 |
| COM 328 | COM 312 | COM 342 |
| | COM 403 | COM 343 |
| | | COM 360 |

Depending on the topic, COM 250 and 350 could fit into the above three categories.

Senior Requirements (3-9 credit hours)

As a capstone experience (COM 470), all students design, create, and publicly present a communication project (such as a video, audio program, newsletter, public-relations campaign, or CD-ROM) that addresses a community need. Students also are required to apprentice either through an off-campus internship (COM 485) or a college praxis (COM 475) in which they assume leadership roles in campus media.

Minor Requirement (credit hours vary according to discipline)

Communication Studies majors are required to complete a minor in any one of the disciplines offered by the college. Please refer to the section of the *Catalog* entitled Minor Programs for further information.

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a grade of C (2.0) in each: COM 201, COM 203, and COM 216. In addition, the student meets with the Communication Studies director to review course work, scheduling, and academic and professional goals.

Suggested Registration

Fall

Spring

First Year

WRT 105

Math or COM 216

COM 201

COM 203

CIS 105

Liberal Education Course

First Year Pathway Seminar

Liberal Education Course

Liberal Education Course

Elective or Minor Course

Sophomore Year

Communication Elective

Math or COM 216

Liberal Education Course

Communication Elective

Liberal Education Course

Liberal Education Course

Elective or Minor Course

Sophomore Pathway Seminar

Elective

Elective or Minor Course

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|---------------------------|--------------------------|
| Junior Year | |
| COM 341 | COM 325 |
| Communication Elective | Communication Elective |
| Communication Elective | Communication Elective |
| Elective or Minor Course | Elective or Minor Course |
| Elective | Elective |
| COM 485 Summer Internship | |
| Senior Year | |
| Communication Elective | COM 470 |
| Communication Elective | Elective or Minor Course |
| COM 475 or 485 | Elective or Minor Course |
| Elective or Minor Course | Elective |
| Elective | Elective |

Total credit hours: 120 minimum

Communication Studies Minor**Requirements**

The Minor in Communication Studies consists of 18 credit hours:

COM 201, 203

Two additional Communication Core Courses

Two 300-level Communication Electives

Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings**COM 101 Introduction to Public Speaking and Oral Communication****3 credit hours**

This course is designed to teach students how to write and deliver public speeches effectively. Students prepare a number of short talks for presentation in class. Emphasis is placed on audience analysis, research, and the speech writing process as well as delivery. Offered fall and spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

COM 201 Concepts in Communication**3 credit hours**

This course is an introduction to studies in human communication. It includes interpersonal, intrapersonal, group, and mass methods of transferring meaning. In addition to verbal and non-verbal modes, attention is given to such common media as print, film, and television with an emphasis on the ways that each medium codifies reality and the ways it shapes the perceptions of people who use it. Offered fall.

COM 203 Media Criticism**3 credit hours**

This course is designed to analyze and criticize contemporary genres of audio and visual communication media. Students view examples of photography, film, television, and video, both in and out of class. Each genre is studied in terms of structure,

style, cultural context, and meaning by developing specific techniques of interpretation. Offered fall and spring.

Exploration Area: Media Literacy

COM/WRT 205 Introductory Journalism **3 credit hours**

In this course, students learn the basic elements of journalism and study the basic forms of journalistic writing – the editorial, the hard-news piece, and the feature. Offered fall.

COM/WRT 207 Newspaper Practicum **1 credit hour**

Credit for this course is based on the student's participation as an editor for *The Colby-Sawyer Courier*, the college's student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, design and compose their sections of the newspaper. Editors also are required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

Prerequisite: WRT 105; COM 205 or ART 260

COM 208 Introduction to Desktop Publishing **3 credit hours**

A comprehensive introduction to desktop publishing, this course introduces students to writing, editing, design, and desktop composition. Students utilize page layout and image-editing programs to produce newsletters. Some introduction to desktop publishing on the Web may be included. Offered fall.

Prerequisite: COM 203; or COM/WRT 205; or BUS 302

COM 209 Expanding Perception: Image, Word, and Sound **3 credit hours**

This course is an introduction to media that carry much of the meaning of contemporary culture: image, word, and sound. Still and moving images as well as audio sources (words, music) are analyzed in terms of their historical impact, ways in which they affect the perception of the audience, and unique ways they capture and present meaning, both individually and in combination. The course's purpose is to expand perception in order to experience the environment more clearly; to understand and develop creative potential; to achieve a basic understanding of building blocks of contemporary communication. Students are expected to provide their own still-image camera (film or digital). No previous production experience is required. Offered fall of even-numbered years.

Exploration Area: Media Literacy

COM 211 Interpersonal Communication **3 credit hours**

An introduction to the role of communication in maintaining meaningful personal relationships. This course analyzes dyads (two-person interactions) and small groups. The role of the self in the communication process is emphasized, and students discover and interpret their own communication styles and strategies. Offered fall of odd-numbered years.

COM 212 Intercultural Communication **3 credit hours**

Intercultural communication is when people from diverse cultural backgrounds engage in communication. The class explores how culture impacts the process of interpersonal communication. The course seeks to improve one's communication competence in intercultural exchanges in various social environments, such as

interpersonal and business settings. Topics include verbal and verbal-cultural patterns on communication, culture shock, ethnocentrism, stereotypes, high-context and low-context cultures, tolerance, empathy, and differences in persuasive styles of communication. In addition, the class explores how people gain their understanding of other cultures from television programs and movies; therefore, the course also examines cultural values depicted in the mass media that could affect how people communicate when they meet one another. Offered spring of odd-numbered years.

Exploration Area: Global Perspectives

COM 214 Audio Production I

3 credit hours

This first course in audio production introduces the fundamentals of writing for radio, sound recording, voice work, editing and mixing. Students listen to audio pieces in various styles, including essays, documentaries, audio theater and commercial spots. The emphasis is on student production – both individual and group – although some historical and theoretical points are introduced to provide context for production activities. Offered fall or spring.

Prerequisite: COM 201

COM/WRT 216 Writing for Public Communication

3 credit hours

In this course students learn how to write for the most common forms of public communication (radio and television public-service announcement, newspaper editorial, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered spring.

Prerequisite: WRT 105

COM 219 Multi-Media Production I

3 credit hours

This course introduces students to the theory and practice of multi-media production for such projects as interactive CD-ROMs, Internet Web sites and public installations. Students focus on developing interactive projects using Macromedia software. The course covers various lessons through hands-on tutorials to explore the numerous features and capabilities of integrating media design elements: text, audio, graphic design elements, and still images into various media presentations. There is an emphasis on animation. Offered fall.

COM 228 Video Production I

3 credit hours

This course provides a comprehensive introduction to the use of portable digital video recording and editing equipment and its wide range of applications. Through a series of exercises and demonstrations, students become familiar with both video technology and style. The student's major task is to co-produce a program for *Colby-Sawyer Insights*, a video magazine about the college. Offered fall and/or spring.

Prerequisite: COM 201

COM 235 Documentary Film and Video

3 credit hours

This course is an introduction to the critical history and development of documentary film and video. This analysis begins with early international examples, then focuses on this controversial genre's development in the United States. Offered spring.

Exploration Area: Media Literacy

COM 241 American Film**3 credit hours**

This historical survey of films produced in the United States focuses on various film genres: westerns, comedies, musicals, gangsters, and documentaries as well as on such concepts as the auteur theory, the star system, and the “golden years” of Hollywood. The technical, aesthetic, and cultural aspects of the media are explored. Offered fall.

Exploration Area: Media Literacy

COM/WST 243 Women in Film**3 credit hours**

This course examines the images and roles of women in representative films from the silent era to the present. While the course includes films made by both men and women, the creative activity of women in the film industry (as directors, producers, writers, editors, and actresses) is of special concern. Social, cultural, and feminist perspectives of the films are considered. Offered spring of odd-numbered years.

Exploration Area: Media Literacy

COM 244 International Film**3 credit hours**

This course focuses on the history of international film as it has developed in a dozen foreign countries throughout the twentieth century, examining important aesthetic movements such as Russian *montage*, German expressionism, and Italian neo-realism, as well as major figures like Fellini, Bergman, Truffaut, Kurosawa, Bunuel, Wertmuller, and Armstrong. Offered spring of even-numbered years.

Exploration Area: Global Perspectives

COM 250 Topics in Communications I**1-3 credit hours**

This course offers a sophomore-level opportunity to study particular subjects in various communication areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

COM 285 Communication Studies Internship**0-3 credit hours**

This internship is designed to provide qualified students an opportunity to explore an on-site professional communication experience early in their college careers. The student works under the supervision of both a site evaluator, who is required to submit a final evaluation of the intern's performance, and a member of the faculty. The student is required to submit a final written paper and a final oral report to the faculty. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisite: Communication Studies Major Acceptance, pre-internship seminar, department approval

COM 295, 395, 495 Independent Study**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Communication Studies faculty. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Department approval

COM/WRT 303 Writing About Sports**3 credit hours**

In this course, students pursue advanced study of sports journalism, focusing on sports writing. Students write game-analysis stories and study the role of commentary in sports. Students study the field of sports public relations and write news releases and feature stories. Students also analyze and practice writing for audio, video, and multimedia. Because this course focuses on game coverage, an extensive knowledge of sports is required. Offered spring of odd-numbered years.

Prerequisite: COM/WRT 205 or ESS 101

COM/WRT 305 Topics in Advanced Journalism**3 credit hours**

In this course, students pursue advanced study in a particular form of journalism: investigative news reporting, feature writing, editorial writing, and/or sports journalism. Database research techniques are utilized, and students produce magazine-length articles. Offered spring.

Prerequisite: COM 205

COM 308 Internet Publishing**3 credit hours**

This course introduces students to the theory and practice of publishing on the Internet. Through examples and guided practice, students are introduced to interactive media development using World Wide Web technologies. Students learn to identify and address user requirements (including accessibility requirements), exploiting the characteristics that distinguish interactive hypertext from paper-based publications. Students learn to read and write HTML page code and to use graphics, style sheets and elementary JavaScript to present information on the Web. Related technologies such as streaming media, Flash or Shockwave and RSS are demonstrated. Browsing familiarity with the World Wide Web and experience with Photoshop or some other raster image processing software is necessary. Offered spring.

Prerequisites: CIS 105, and one of the following: COM 208 or 219; ART 213

COM 310 New Media Technologies**3 credit hours**

This course examines the cultural impact of new media technologies such as computers and the information highway, digital video and sound production, and fiberoptic cable. Topics such as information literacy, regulation, technological convergence, business consolidation, incorporation, and the global village are studied. Students discuss how communication technology affects our personal relationships and sense of community and consider its impact on the workplace, new professions, the process of democracy, and what we consider to be information. Offered spring.

Prerequisite: COM 203

COM/WRT 311 Scriptwriting**3 credit hours**

This course is an introduction to fiction writing for the film and video screen. Through class discussion, readings, and analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of audio-visual media. Offered fall.

Prerequisite: COM 203

COM/WRT 312 Writing About the Arts**3 credit hours**

Students learn to write hard-news stories, reviews, and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues.

Students become familiar with all the ways in which journalists gather information about the arts. Offered spring of even-numbered years.

Prerequisites: Any COM or WRT 200-level course

COM 314 Radio II **3 credit hours**

A continuation of Radio I, this course provides students with the opportunity to produce longer and more advanced audio production. The specific and required goal of this course is to produce and broadcast quality audio programming. Offered fall and/or spring.

Prerequisite: COM 214

COM 319 Multi-Media Production II **3 credit hours**

A continuation of Multi-Media I, Multi-Media II introduces additional multi-media techniques and tutorials to provide students the opportunity to produce elaborate and sophisticated multi-media projects that include moving images. Students focus on creating interactive projects and produce all of the media elements in their projects. Student are expected to shoot their own images with both digital and video cameras and create their own audio tracks. Offered spring.

Prerequisite: COM 219

COM 321 Electronic Journalism **3 credit hours**

This course is designed to analyze the process and product of electronic journalism. Included are the history of both radio and television journalism, the social implications of news coverage, techniques, and economic foundations of contemporary electronic journalism. Offered spring.

Prerequisite: COM 203 or 205 or 216

COM 325 Media Law and Ethics **3 credit hours**

The Constitution's First Amendment establishes the freedom of the press as one of our democratic society's fundamental liberties. This course traces the origin of press freedom, its development in American law, and its impact on journalism's code of ethics. Students explore key legal controversies that have shaped the way we apply the First Amendment today, looking particularly at areas where the courts have limited our freedom of speech, including the topics of libel, obscenity, and invasion of privacy. Students also look at the special challenges to press freedom posed by new forms of media, particularly radio and television broadcasting and the Internet. Offered spring.

Prerequisite: COM 203

COM 328 Video Production II **3 credit hours**

Building on the knowledge and techniques learned in COM 228, this course focuses on longer forms of portable and/or studio video productions. Participants are required to write, direct, and produce projects for commercial or non-commercial purposes. Offered spring and/or fall.

Prerequisite: COM 228

COM/AME 341 Mass Media in America **3 credit hours**

A survey of the history and theory of mass media in America, this course provides an introduction to newspapers and magazines, book publishing, advertising, radio, popular music, motion pictures, and television. The course examines the effects these media have upon shaping cultural attitudes, values, and myths. Offered fall.

Prerequisite: COM 203; or HIS 101 or 102

COM 342 The Movies See the Media**3 credit hours**

This course explores mass communication as mediated through selected feature motion pictures whose themes and plots revolve around newspapers, photography, radio, television, and film itself. The focus is on the relationship between image and reality, the ethics and practice of both print and electronic journalism, and the possible effects of these films on audiences. Particular attention is given to the film medium's strengths and weaknesses in portraying significant issues in meaningful ways. The course's objectives are to understand how popular films shape public perception of the communication industry; gain insights into the cultures of specific times and places depicted in individual films; learn to analyze critically individual films; and learn to synthesize the themes of individual films into a coherent thesis concerning the meaning of a particular body of films. Offered fall of odd-numbered years.

Prerequisite: COM 203 or 341

COM/HIS 343 War and Truth in America**3 credit hours**

Ranging from the Spanish-American War to the War Against Terrorism, this course surveys the history of American military conflicts in the twentieth century, paying particular attention to the way these conflicts were reported by the American news media. The class explores ethical questions raised by war reporting, questions about propaganda, freedom of information, and limits placed on a free press during times of national crisis. Offered fall of even-numbered years.

Prerequisite: COM 203 or HIS 101 or 102

COM 350 Topics in Communications II**1-3 credit hours**

This course is a junior-level opportunity to study particular subjects in various communications areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

COM/WST 360 Gender and Communication**3 credit hours**

This course analyzes the role of gender in the communication process. Using experimentation, case-study, and observation, students investigate the different communication strategies men and women use to interact with each other. Theories of gender and language are discussed. Offered spring of even-numbered years.

Prerequisite: COM 203 or PHI/WST 111

COM/WRT 403 Investigative Reporting**3 credit hours**

Research is an important element in print, audio, and video reporting. A vast number of data bases, newspaper clippings, government reports, court documents, police logs, trial transcripts, meeting minutes, permit applications, polls, and independent assessments are available to the reporter. In synthesizing this research, reporters are required to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up questions, and organize findings in order to present a clear, concise overview of an issue. Students in this course learn to use public documents and other information sources to report on complex issues. Case studies are drawn from current public debate. Offered fall.

Prerequisites: COM 205, one 200-level Writing or production course

COM 470 The Capstone Experience**3 credit hours**

This course provides an opportunity for seniors in the Communication Studies Program to design and produce a semester-long project. The project must serve the

communication needs of a campus or community service-oriented organization; after completion, the project is made available to the service group for which it was made. During the semester before enrollment, students must submit a proposal that establishes the project's objectives. At the semester's beginning, they must design a schedule for creation or production of the project, complete the objectives set forth in the proposal, and work under the supervision of one or more members of the Communication Studies faculty. Examples: documentaries in audio or video; public-relations campaigns, a series of public-service announcements; a series of newspaper articles; instructional or promotional videotapes. To qualify, students must have achieved a competency in the selected medium, usually by completing at least two production courses and appropriate related courses. Offered spring only.

Prerequisites: Majors only, permission of instructor

COM 475 Praxis: Campus Communications **3 credit hours**

A senior-level Praxis course that provides students with the opportunity to serve as directors, managers, or editors of media projects on the Colby-Sawyer campus. This experience varies from semester to semester but always involves leadership positions in print, audio, and/or video production in practical situations working with on-campus professional communicators. Examples: the editor of *The Courier*, the news director and the program director at WSCS, and a video producer of an extensive project involving several students. Students must qualify for these positions by completing at least one semester of preliminary volunteer service and demonstrating a keen interest. The positions must be arranged prior to the semester enrolled. They may be repeated for credit. Offered fall or spring.

Prerequisite: Majors and minors only, permission of instructor

COM 480 Teaching Assistantship **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

COM 485 Communication Studies Internships **0-6 credit hours**

An option for qualified students in the Communication Studies program to gain work study experience by means of an apprenticeship in an off-campus professional communication position that involves significant activity and responsibility. Although students must qualify for specific internships by campus preparation (both formal and informal training), they also must seek out internships that stretch their experience beyond the campus potential. The student works under the supervision of both an on-the-job evaluator and a member of the faculty. A public presentation based on the internship is given after the term of internship. For major requirement, COM 485 must include 120 contact hours (the equivalent of 3 credit hours). Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisite: Communication Studies Major Acceptance, department approval, pre-internship seminar

Community and Environmental Studies

L. ALEXANDER, P. ANDERSON, L. AYERS, J. CALLEWAERT, J. CARROLL, M. GOLDMAN,
T. KEALY, A. KNISLEY, L. MALAN, A.P. STECKER, B. STEELE

Bachelor of Science: Community and Environmental Studies

Several essential features of the Community and Environmental Studies (CES) Program provide students with a unique and exciting learning experience. First, the program is pre-professional and designed to provide students with the necessary “hands-on” skills one needs to step from college directly into the work force. The program also is designed to prepare students for graduate training in a number of fields. Second, many CES projects are linked closely with the local community. Students interact directly with individuals and businesses in the local area and develop an important sense of community for themselves and their college. Third, many experiences in the program are student driven. Students are responsible for determining which questions and issues are important as well as the proper methods for addressing those issues. Finally, these features combine with Colby-Sawyer’s location in the beautiful mountains and lakes of New Hampshire to provide an educational experience that one is unlikely to encounter at any other small liberal arts college.

Requirements

Liberal Education Requirements

CES Core Courses: CES 101, 201, 202

CES 301, 302, 485, 486

MAT 200-level

Required Areas of Study: Specific courses are required in five areas of study. These include:

CES/BIO 107

BUS 115 or CES/BUS 116

CES/ENG 215

PHI 213

SOC 101

In addition to the approved courses listed here, special courses may be offered that fulfill these requirements. These courses are identified in registration materials for a given semester.

Complementary Courses (recommended but not required)

AME 201

CES/BUS 321

CES 450

CES/ENG 229

CES/HIS 323

CES 470

CES 250

CES 350

CES 480

CES/PHI 312

CES/BIO 407

CES 295, 395, 495

Minor Requirement

Community and Environmental Studies majors are required to select and complete a minor from among those offered by the college. In making their selection, students should consider which course of study highlights their specific interests. Please refer to the Minor Programs section of the *Catalog* for further information.

Major Acceptance

A minimum cumulative GPA of C (2.0), at least a C (2.0) average in CES 101, and CES 201 or 202

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|-----------------------------------|-----------------------------------|
| First Year | |
| CES 101 | BIO 107 |
| WRT 105 | BUS 116 or BUS 115 |
| CIS 105 | Liberal Education Course |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Elective |
| Sophomore Year | |
| CES 201 | CES 202 |
| MAT 200-level | ENG 215 |
| PHI 213 | Liberal Education or Minor Course |
| SOC 101 | Sophomore Pathway Seminar |
| Liberal Education Course | Elective |
| Junior Year | |
| CES 301 (12 credit hours) | CES 302 (6 credit hours) |
| Liberal Education or Minor Course | Liberal Education Course |
| | Minor Course |
| | Elective |
| | CES 485 Summer Internship |
| Senior Year | |
| Liberal Education Course | CES 486 |
| CES Complementary Course | Minor Course |
| Minor Course | CES Complementary Course |
| Minor Course | Elective |
| Elective | Elective |

Total minimum credit hours: 120

Community and Environmental Studies Minor

Requirements

The minor in Community and Environmental Studies consists of 21 credit hours. Students wishing to minor in Community and Environmental Studies must take the following courses:

CES 101, 201, 202

Three additional courses, two must be at the 300- or 400-level, chosen from the list of Required Areas of Study and the list of Complementary Courses.

Students may petition for a maximum of six credit hours of other courses containing significant community and environmental studies content. The Community and Environmental Studies faculty approves such courses on a case-by-case basis (students should see the director of the Institute for Community and Environment for more information). Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings

CES 101 Air

4 credit hours

This course introduces the field of community and environmental studies, including key issues and employment opportunities. Students encounter the concepts of systems and sustainability and work to understand the necessity of a multidisciplinary approach. Students see how science, ethics, economics and business, environmental health, public policy, and the study of communities and human population growth all can affect environmental problems and solutions. More specifically, students examine the chemistry and structure of the atmosphere, and apply the above concepts and disciplines to human uses, perceptions, and pollution of air. Students also are introduced the New London community. Case studies may focus on interdisciplinary analyses of urban smog, global warming, and ozone depletion. Lab and field experiences introduce techniques and provide real world examples of concepts covered in the course. Offered fall.

Exploration Area: Environmental Literacy

CES/BIO 107 Interactions in Biology

4 credit hours

This course introduces biology as a study of the patterns in nature that surround us. Using outdoor sites, students measure and observe plants and animals, and design independent investigations to explain the patterns they see. Their explorations are related to ecology theory in populations, community, ecosystem, evolutionary, physiological, behavioral, and applied ecology. Field investigations are supplemented with computer simulations. Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

CES/BUS 116 Introduction to Organizations (Environmental)

3 credit hours

This broad survey course analyzes the functioning of organizations in our society. Aspects such as management, decision-making, employees, customers, forms of business, finance, control, and strategy are covered in the course. The underlying theme of the course is the way in which organizations cope with and adapt to external forces in a changing and uncertain environment. This course emphasizes the natural environment as a crucial component in the strategic decisions of organizations. This course covers the same content as BUS 115, but there is stronger emphasis on the natural environment. Students are required to look for practical application of business theory and are exposed to ecological principles. Students develop a strong sense of their bioregional identity by means of practical research assignments. Students may not receive credit for both BUS 115 and BUS/CES 116. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

CES 201 Water

4 credit hours

The title "Water" indicates a focus point and an angle from which interactions between communities and the environment are approached. Students examine the physical and chemical properties of water (why does water make things wet?), as well as the biology of water and the dynamics of aquatic habitats and organisms. Human uses of water are also discussed, including the politics and history of water use in irrigation and as a powerful tool in exploration. The causes and effects of water pollution

and depletion on past, present, and future human and non-human communities, and on the earth itself are explored with comprehensive case studies. During the entire semester, students work to understand how humans perceive water and the unique relationship we have with it as expressed in art, music, literature, poetry, and religion. Includes a laboratory component with lab and field aquatic projects. Offered fall.

Exploration Area: Environmental Literacy

CES 202 Earth**4 credit hours**

During this course students examine the development of the earth and the processes that continue to change its structure. Human interactions with the earth are explored, including the development of agriculture and politics and history of disputes over land ownership. Soil pollution and topsoil erosion and their effects on human and non-human communities are addressed, as are the habitats and lives of terrestrial organisms. Detailed case studies are used to explore appropriate issues and the necessary connections among the atmosphere, water systems, and the earth. Includes a laboratory component. Offered spring.

Exploration Area: Environmental Literacy

CES/ENG 215 Visions of Nature: The Literary Tradition**3 credit hours**

Using examples of the tradition of nature writing begun by Gilbert White and continued by writers such as Edward Abbey, Rachel Carson, Charles Darwin, Annie Dillard, Gretel Erlich, Wallace Stegner, Henry David Thoreau and many others, this course examines the sources of the nature writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, birth of environmentalism, and looks toward visions for the twenty-first century. Offered spring.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

CES/ENG 229 Native American Literature**3 credit hours**

This course is a study of representative works created by native peoples of the United States, including traditional songs and chant from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Sherman Alexie, Michael Dorris, Louise Erdrich, Joy Harjo, Leslie Silko, and N. Scott Momaday. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

CES 250, 350, 450 Special Topics in Community and Environmental Studies**3-4 credit hours**

Students are offered the opportunity to study in depth a topic or topics in community and environmental studies that are not part of the regularly scheduled course offerings. The topic or topics for a given term will be announced before registration.

CES 295, 395, 495 Independent Study**1-4 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Community and Environmental Studies faculty. May not be used to meet a major

requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Community and Environmental Studies faculty

CES 301 Advanced Community and Environmental Studies I 12 credit hours

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301 and 302 for 18 total credit hours during the third year. CES 301 is the first component of this two-semester course. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses. A new project is developed each year that focuses on an important environmental issue or problem in the local community. Students must enroll in both CES 301 (fall) and CES 302 (spring). Offered fall.

Prerequisites: CES 101, 201, 202

CES 302 Advanced Community and Environmental Studies II 6 credit hours

The third year is the defining characteristic of the Community and Environmental Studies program. Rather than choosing from a series of 300-level course options, all students majoring in Community and Environmental Studies take CES 301/302 for 18 total credit hours during the third year. CES 302 is the second component of this two-semester course. In addition to traditional classroom and laboratory exercises, students are immersed in an in-depth, yearlong analysis of a local environmental problem or issue with detailed fieldwork and extended site visits. This structure allows students to work at length on a complex problem while developing important skills in group-oriented tasks to a degree that is not obtainable in traditional courses. A new project is developed each year that focuses on an important environmental issue or problem in the local community. Students must enroll in both CES 301 (fall) and CES 302 (spring). Offered spring.

Prerequisite: CES 301

CES/PHI 312 Environmental Philosophy 3 credit hours

How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, issues raised by thinking about the environment through study of challenging philosophical texts and other materials. A presumption of the course is that “philosophy matters,” in other words, that identification and resolution of environmental issues should not only be based on science, economics and politics, but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature, and poetry also may be used. Understanding theory, applying theory to current issues, and deepening students’ own environmental awareness all are goals of the course. Offered spring even-numbered years.

Prerequisite: Sophomore standing or above

Exploration Area: Environmental Literacy

CES/BUS 321 Organizations and their Environment **3 credit hours**

Organizations have to adapt to the challenges and forces of a complex external environment. Some of the dimensions of this external environment are economic, political, social, competitive, or technological in nature. An external dimension of increasing importance is the natural or physical environment. Not only do organizations have to take natural forces into consideration, their very actions have a profound impact on the natural environment. Natural resources are being depleted, air and water quality is deteriorating, and species are going extinct at a rapid rate. The physical conditions that the human species require for survival and existence are being destroyed by their own actions. In this course students explore that interaction between organizations and their natural environment. Students look at some of the critical issues facing organizations. Students use literature, readings, case studies, current examples, debate, site visits, walks outside, and personal reflection to improve their understanding the relation to nature, the challenges facing organizations, and ways to address them. Offered fall.

Prerequisite: WRT 105, sophomore standing or above

Exploration Area: Environmental Literacy

CES/HIS 323 White Mountain History **3 credit hours**

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and 'loved to death' by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. Students study the history of the region, including the people, communities, political and economic change, as well as the ecological and social effects of our actions. Students learn how the tourism and logging industries forever changed the face of the region and the people who live there. Students uncover the passion with which native and visitor populations continue to fight for this area and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate an historical framework with a modern ideology. Offered fall even-numbered years.

Prerequisites: WRT 105, one HIS 100- or 200-level course or one ENG 200-level course

CES/BIO 407 Conservation Biology **4 credit hours**

This course investigates the scientific basis behind topics in the new field of conservation biology. Topics include minimum viable population sizes, design of wildlife reserves, endangered species, habitat fragmentation, and biodiversity. Discussions focuses on the ecological basis of the problem and relate that background to practical considerations and case studies. Readings include recent articles from journals. Projected to be offered spring 2005.

Prerequisite: BIO 107

CES 470 Research Assistantship **1-4 credit hours**

Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation, and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the

particular research project and the relevant methodological and ethical issues. Offered fall and spring.

Prerequisite: Permission of the instructor and the director of the Institute for Community and Environment

CES 480 Teaching Assistantship **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of the instructor and the director of the Institute for Community and Environment

CES 485 Community and Environmental Studies Internship **0-6 credit hours**

Through this internship, students gain individual professional experience in applying the skills and methods associated with a B.S. in Community and Environmental Studies. Students also are able to explore career opportunities available to CES majors. Placements include, but are not limited to, local/state/federal/international environmental regulatory agencies, environmental organizations, businesses, environmental research centers, state/national parks, national wildlife refuges, etc. Students must follow the internship requirements developed by the staff of the Harrington Center for Career Development. An oral presentation of the results of the internship is required. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Community and Environmental Studies Major Acceptance, pre-internship seminar, department approval

CES 486 Capstone **3 credit hours**

As a final component of the CES program, an independent research project must be completed by students in some area relevant to the study of community and environment. In consultation with the faculty member directing the seminar, students identify a topic of interest, complete a literature review, determine appropriate research or analytical methodologies, prepare a project proposal, conduct the research and analysis, and present the findings to the appropriate audiences. These efforts culminate in a final written report and oral presentation. In addition, each student identifies and works with a faculty mentor throughout the semester to gain or develop specific project-related expertise. Class sessions provide opportunities to discuss project progress and problems, issues related to analysis and writing, and preparation for the final presentation. This course also addresses the professional development of students as they prepare to seek employment or pursue graduate studies following graduation. Offered spring.

Prerequisite: Senior standing

Computing

CIS 105 Introduction to Computers **3 credit hours**

This hands-on course familiarizes the student with fundamental information management concepts and applications using computers. Students learn and apply strategies for using data and text with software applications. Primary goals are to

introduce and reinforce the computer skills and knowledge base necessary to be effective and efficient in today's information-based society as well as the Colby-Sawyer academic computing environment. Students also use the Internet for research, collaboration, and online learning. Offered fall and spring.

Dance

S. BARNARD

DAN 110 Ballet Technique I **3 credit hours**

As an introduction to classical ballet technique, this course focuses on the fundamentals of ballet. It emphasizes the body placement, muscular strength and control that lead to free and graceful movement, movement-music coordination, and a basic knowledge of dance terminology. Offered fall.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

DAN 120 Jazz Dance Technique I **3 credit hours**

In this course, basic jazz dance warm-ups, isolations, and combinations are practiced. Technical development and performance are emphasized. Offered spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

DAN 130 Modern Dance Technique I **3 credit hours**

This course provides a beginning experience in modern dance technique. Through the theory and practice of basic modern dance technique and creative-movement activities, students have the opportunity to develop freedom, kinesthetic awareness, and control in the use of the body. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

DAN 170 Repertory **1 credit hour**

This course provides students with the opportunity to study and perform new and reconstructed choreographed works by students, faculty, and noted dance artists. Emphasis is on participation and developing performance skills. All levels of expertise are welcome. May be repeated. Graded Pass/Fail. Offered fall and spring.

Prerequisite: Permission of instructor

DAN 210 Ballet Technique II **3 credit hours**

This course is a continuation of the fundamental principles of ballet technique and dance terminology. Building on the skills gained in DAN 110, the student further refines strength, control, and style. Offered fall and spring.

Prerequisite: DAN 110

DAN 220 Jazz Dance Technique II **3 credit hours**

A continuation of basic jazz dance techniques, this course concentrates on current styles of jazz. Offered spring.

Prerequisite: DAN 120

DAN 230 Modern Dance Technique II**3 credit hours**

As a continuation of the beginning experience in modern dance, this course places emphasis on developing strength, flexibility, endurance, control, and coordination with music and rhythm in dance. Students practice basic axial and locomotor movements and their development into simple movement patterns. Offered fall and spring.

Prerequisite: DAN 130

DAN 320 Jazz Dance Technique III**3 credit hours**

This course is designed for the intermediate-level student of jazz dance technique. Emphasis is placed on continued technical development, style, and performance skills. May be repeated twice for credit. Offered spring.

Prerequisite: DAN 220

DAN 330 Modern Dance Technique III**3 credit hours**

A continuation of Dance Technique 130 and 230, this course is designed for the intermediate-level student. Students have the opportunity to further develop greater kinesthetic awareness and control of the body through the practice of specific modern dance movement exercises. Attention is given to expanding the student's awareness of space and time and to disciplining the body to move with energy and greater freedom. May be repeated twice for credit. Offered fall and spring.

Prerequisite: DAN 230

Economics

A. QUINN

ECO 101 Principles of Economics I**3 credit hours**

The course introduces students to the basic principles of macroeconomics. Topics for discussion include the fundamentals of national income theory, monetary and fiscal policies, the nature and use of money, the Gross National Product, the effect of government on economic activity, problems in employment, contrasting economic systems, and business organization. Special reference is made to the role of women in the American economic system. Offered fall.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

ECO 102 Principles of Economics II**3 credit hours**

The course introduces students to the basic principles of microeconomics. Topics for discussion include the fundamentals of price theory; basic demand-and-supply relationships; problems in demand elasticity and utility; forms of economic competition; production schedules, costs and revenue; impact of the interaction of business and labor; economic rent; interest cost as a factor in production, and international trade. Attention is paid to the use of mathematical skills in the analysis of microeconomic theory. Offered spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

ECO 203 Money and Banking**3 credit hours**

This course is designed to give students an in-depth study of the money and banking structure in American society. Major topics for study include the role of the banking system and other financial institutions in the supply and control of money; the relationship of money to government with special reference to the Federal Reserve system; examination of monetary theory and national income analysis; and the development of overall economic policy including international involvements. Visits to various types of financial institutions are part of the course. Offered fall of even-numbered years.

Prerequisite: ECO 101

ECO 295, 395, 495 Independent Study**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Business department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Business department

ECO 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

Education

J. BLISS, J. BOTT, K. BOTT, M. CLEMENT, J. EWING, J. FERREIRA, J. KEENAN,
M. MCMAHON, C. MULLIGAN

Colby-Sawyer students may earn New Hampshire Teacher Certification in Early Childhood Education (grades K-3), Art Education (grades K-12), Social Studies Education (grades 5-12), and English Language Arts Education (grades 5-12). **The State of New Hampshire may change its certification standards at any time. Therefore, program requirements may change.**

The Early Childhood Education program is offered in conjunction with the Bachelor of Science in Child Development and provides the broad preparation necessary for teaching kindergarten through third grade. Certification in Art Education and English Language Arts Education is available to students who complete majors in those subjects and the required courses in Education. Social Studies Education Certification is available to students who complete the History, Society, and Culture major and the required courses for Education.

All education options require students to complete specific coursework for education including a full semester, 15-credit, teaching internship in the senior year. During the internship, the student teacher gradually assumes responsibility for the

operation of the classroom with final responsibility for planning the curriculum, teaching, and supervising other staff and volunteers. Each student teacher keeps records of lesson plans, conducts parent conferences when appropriate, attends parent functions, and attends faculty meetings at the cooperating school. General criteria for admission to the student-teaching internship include acceptance into the Teacher Preparation Program and approval by the supervisor of student teachers and cooperating teacher. Specific requirements for each certification program are described below.

Admission to the Teacher Preparation Programs

Students must apply for formal acceptance into the Teacher Preparation Program at Colby-Sawyer College if they wish to pursue New Hampshire Teacher Certification. The college offers Teacher Preparation programs in Early Childhood Education (K-3), Art Education (K-12), English Language Arts Education (5-12), and Social Studies Education (5-12). Students complete the necessary form with the assistance and approval of their advisors, and return the completed form to the chair of the Department of Social Sciences and Education. Students must have received formal acceptance into the Teacher Preparation Program prior to enrolling for the Student Teaching Internship (CHI 490 or EDU 490). Specific requirements are as follows:

For All Teacher Preparation Programs

- Successful completion of the Major Acceptance in the appropriate major
- EDU 201 – grade of C+ or above
- WRT 105 – grade of C+ or above
- MAT 122 or above – grade of C+ or above
- Arts and Sciences/Exploration Literature course – grade of C+ or above
- Overall GPA of 2.5 or above

In addition, for the Early Childhood Education Program

- CHI 306 – grade of B- or above
- CHI 306 practicum/lab – grade of B- or above
- Successful completion of CHI 306 portfolio review

In addition, for the Art, English Language Arts, and Social Studies Education Programs

- EDU 305 – grade of B- or above

The State of New Hampshire Board of Education also requires prospective teachers to pass skills tests for certification. In the most recent year, 80 percent of Colby-Sawyer's pre-certification students passed these tests. The pre-certification test differs for each state. The requirements for teacher certification may change at any time if the State of New Hampshire sets new standards or requirements.

Child Development with Early Childhood Education Certification

Through this program students can earn New Hampshire Teacher Certification in Early Childhood Education (K-3). This certification provides the necessary credentials for teaching kindergarten through third grade. New Hampshire certification transfers to most other states.

Students seeking Early Childhood Education certification complete the major requirements for the B.S. in Child Development program. In addition, they take CHI 307, 309, 310, 311, 313, and 490, the teaching internship. Teaching internships are done during the senior year, and are arranged with cooperating teachers in local schools or in the campus laboratory school (Windy Hill School). To enter a teaching internship, students must be accepted into the Teacher Preparation Program, and complete the application for student teaching. A grade of B- or better is required in the practicum/lab portion of the methods courses (CHI 306, 307, 310, and 311).

Child Development Major Requirements

CHI 205, 306, 308

PSY 101, 203, 401, 404

Two PSY courses at 200-level or above

SOC 101, 203, 304

Modern American History or Modern American Government course

Early Childhood Education Certification Option

EDU 201; CHI 307, 309, 310, 311, 313, 490

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|--|--|
| First Year | |
| WRT 105 | PSY 203 |
| PSY 101 | SOC 203 |
| SOC 101 | Math Requirement |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| CHI 205 or EDU 201 | EDU 201 or CHI 205 |
| Modern American GOV | or Modern American History |
| PSY 200-level or above | PSY 200-level or above |
| CIS 105 | Sophomore Pathway Seminar |
| Liberal Education Course | Liberal Education Course |
| Junior Year | |
| CHI 306 | CHI 307 |
| CHI 310 | CHI 308 |
| CHI 309 | CHI 311 |
| SOC 304 | CHI 313 |
| PSY 404 or Liberal Education Course | PSY 401 or Elective |
| Senior Year | |
| PSY 404; or Liberal Education Course and Electives; or CHI 490 | PSY 401; or Liberal Education Course and Electives; or CHI 490 |

CHI 430 is strongly recommended during the senior year in the semester when CHI 490 is not taken.

Total credit hours: 120 minimum

Art, English Language Arts, and Social Studies Education Certification

These certification options provide prospective teachers with sustained study in a disciplinary area, a solid background in the liberal arts and sciences, and an awareness of how to blend their knowledge of material with an understanding of current pedagogical techniques.

Students in this program acquire knowledge in human growth and development, methods of learning, educational philosophy, and pedagogy of teaching. Students must apply for acceptance into the Teacher Preparation Program. Teaching internships are done during the senior year and are arranged with cooperating teachers in local schools and with the approval of the faculty supervisor, based on performance in EDU 306 for English Language Arts Education and Social Studies Education, and EDU 307 for Art Education.

Studio Art with Education Certification

The Bachelor of Arts degree in Art with New Hampshire Teacher Certification option is designed for the student who plans to teach at the primary or secondary level. The degree option leads to certification to teach grades K through 12. Students in this program complete the requirements for the Bachelor of Arts degree in Art and additional coursework for Education. Prospective teachers must do the teaching internship at both the elementary and secondary grade levels. They also must be accepted into the Teacher Preparation Program.

Requirements

ART 110, 125, 132, 201, 202, 230 or 234, 240, 245, 270, 425

One additional Introductory Studio course chosen from: ART 210, 213, 260

Three 300- or 400-level courses in one studio area concentration

Two 300-level Art History courses

Students must have at least a C (2.0) cumulative GPA in all Art courses to graduate.

Courses Required for Teacher Certification

CHI 309; EDU 201, 305, 307, 490; HIS 102; PSY 101, 240

EDU 285 is highly recommended for Education students

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|---------------------------------|
| First Year | |
| WRT 105 | PSY 101 |
| ART 110 or 125 | ART 125 or 110 |
| CIS 105 | ART 132 or Intro. Studio Course |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|---------------------------------|-----------------------------|
| Sophomore Year | |
| ART 201 | ART 202 |
| ART 132 or Intro. Studio Course | Intro. Studio Course |
| EDU 201 | Intro. Studio Course |
| Math Requirement | PSY 240 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Junior Year | |
| Intro. Studio Course | Intro. Studio Course |
| Art History 300-level | Studio Concentration Course |
| Studio Concentration Course | EDU 307 |
| EDU 305 | HIS 102 |
| CHI 309 | Liberal Education Course |
| Senior Year | |
| Studio Concentration Course | EDU 490 |
| Art History 300-level | |
| ART 425 | |
| Elective | |
| Elective | |

Total Credit Hours: 120 minimum

English Language Arts with Education Certification

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5-12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in Education. A successful application to the Teacher Preparation Program also is required.

Requirements

Liberal Education Requirements

ENG 160

ENG 200-level courses: 21 credit hours

ENG 220

Three survey courses: ENG 222, 231, and 248 or 249

One genre course: ENG 213, 244, 245, 251, 263, or 265

Two interdisciplinary/cultural courses: AME 201; ENG 215, 216, 224, 229, or 247

ENG 300- and 400-level courses: 18 credit hours

ENG 342

Four additional courses at the 300-level:

AME 305; ENG 324, 331, 333, 335, 338, 339, or 350

ENG 486

Courses Required for Teacher Certification

CHI 309; ENG 332; EDU 201, 285, 305, 306, 490; HIS 102;

PSY 101, and 206 or 240

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|---|------------------------------|
| First Year | |
| WRT 105 | ENG 200-level (survey) |
| ENG 160 | ENG 200-level (genre) |
| First Year Pathway Seminar | ENG 200-level |
| Liberal Education Course | (interdisciplinary/cultural) |
| Math Requirement | Liberal Education Course |
| | Elective |
| Sophomore Year | |
| ENG 200-level (survey or genre) | ENG 200-level (survey) |
| PSY 101 | ENG 220 |
| EDU 201 | PSY 206 or 240 |
| CIS 105 | HIS 102 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Junior Year | |
| ENG 200-level (interdisciplinary/cultural) | ENG 342 |
| ENG 300-level (literature) | EDU 285 (recommended) |
| EDU 285 | ENG 332 |
| EDU 305 | ENG 300-level (literature) |
| CHI 309 | EDU 306 |
| Senior Year | |
| EDU 490 | ENG 486 |
| | ENG 300-level (literature) |
| | ENG 300-level (literature) |
| | Liberal Education Course |
| | Elective |

Recommended electives: courses in creative writing, philosophy, religion, American studies, women's studies, communication studies, and film.

Total Credit Hours: 120 minimum

Social Studies with Education Certification

Students who wish to obtain New Hampshire Teacher Certification in Social Studies (grades 5-12), must complete a Bachelor of Arts degree in History, Society, and Culture, qualify for certification by completing additional course work in education, and be accepted into the Teacher Preparation Program.

Requirements for the Major

Liberal Education Requirements

GOV 100, and one 200- or 300-level GOV course

HIS 101, 102, 217, 218, 301

HSC 100, 400, 401

Two additional History 300- or 400-level courses: at least one U.S. history and one non-U.S. history course

SOC 101 and one 300- or 400-level SOC course

Two culture courses from the following: AME 201, 305, 341; ART 201, 202, 302; CES 229; COM 203, 341; ENG 216, 224, 229, 247, 248, 249, 263, 324, 331, 333, 339; PHI 205, 308; PSY 221; REL 205; WST 331.

Courses Required for Teacher Certification

CHI 309; EDU 201, 305, 306, 490; PSY 101, and 206 or 240

EDU 285 is highly recommended for Education students.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------------|-----------------------------|
| First Year | |
| WRT 105 | GOV 100 |
| HIS 101 | HIS 102 |
| HSC 100 | SOC 101 |
| First Year Pathway Seminar | PSY 101 |
| Liberal Education Course | CIS 105 or Math Requirement |
| Sophomore Year | |
| CIS 105 or Math Requirement | Culture Course |
| EDU 201 | HIS 218 |
| HIS 217 | PSY 206 or 240 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Liberal Education Course | Liberal Education Course |
| Junior Year | |
| HIS 300- or 400-level (U.S.) | EDU 306 |
| CHI 309 | HIS 301 |
| EDU 305 | GOV 200- or 300-level |
| Culture Course | Liberal Education Course |
| SOC 300- or 400-level | Elective |
| Senior Year | |
| HIS 300- or 400-level (non U.S.) | EDU 490 (either semester) |
| HSC 400 | HSC 401 |
| Liberal Education Course | |
| Elective | |
| Elective | |

Total Credit Hours: 120 minimum

Course Offerings

EDU 201 Foundations of Education

3 credit hours

This course explores the social, political, and philosophical forces behind school structures and practices in the U.S. as they have evolved over time. Students analyze the interaction of ideas and practices in past and current contexts. Exploratory assignments and a whole class-service project are conducted in the schools. Course readings, class activities, and projects in the schools provide students with a framework from which they can formulate their own educational principles and standards. This course is a requirement for teacher certification. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

EDU 250, 350 Topics in Education**1-3 credit hours**

Students are offered the opportunity for an in-depth study of a particular topic in Education that is not part of the regularly scheduled course offerings. The topic for each term is announced before registration.

EDU 285 Education Internship**0-3 credit hours**

This internship allows students to observe and participate in classes at the college, or in local schools. Students develop a focus question or questions for their work in a school or schools. They keep a journal related to their work and discuss their work with the instructor at intervals during the semester. Students may present their findings to one of their on-going education classes. This internship may be repeated for a maximum of 3 credits. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Pre-internship seminar, department approval

EDU 305 Methods of Teaching I**3 credit hours**

This course provides students with an introduction to classroom methods and teaching strategies. Models of teaching content and thinking skills are examined and applied to the various content areas, as well as in relation to interdisciplinary learning. Students develop and implement lessons, teach and critique the work of their peers, and develop and apply assessment tools. Curriculum models and frameworks are introduced and applied in lesson planning. Students practice using computer technology and audiovisual media in the context of teaching. Offered fall.

Prerequisite: EDU 201

EDU 306 Methods of Teaching in Middle and Secondary Schools**4 credit hours**

This course prepares students for the various aspects of student teaching. Topics include school climate, student diversity, lesson planning and implementation, assessment, classroom management, communication with parents and community, and professional and legal issues. Course themes are explored in relation to the course practicum: required participation in a classroom for five hours per week. Students from the content areas of English and Social Studies meet together in seminar to discuss issues, develop strategies, and practice teaching skills. Students meet in separate labs to address issues specific to their disciplines. Offered spring.

Prerequisite: EDU 305

EDU 307 Methods in Art Education**5 credit hours**

Methods of teaching art involves the study, analysis, and application of curriculum models and instructional techniques in preparation for a teaching internship. As an outcome of this course, students are able to use various approaches in the design of art lessons and unit plans, employ classroom management skills, provide techniques of assessment, and use a variety of methods to meet the diverse needs in a classroom. Students consider perspectives on the goals and purposes of art education as articulated by leaders in the field. As beginning teachers, they become informed decision makers in the classroom and collaborative leaders in the school rather than passive technicians and followers. Offered spring.

Prerequisites: EDU 201, 305; PSY 240

EDU 485 Education Internship**0-15 credit hours**

Students in this course work in an educational setting with children in the middle and high school years. Placements include, but are not limited to private schools, recreational, tutorial, developmental, and residential programs. Internships involve work experiences and individual and group discussions with on-site campus supervisors and with peers in other internship placements. There is a required weekly seminar meeting. Graded Pass/Fail. Offered fall and spring.

Prerequisites: EDU 201, 305, 306, pre-internship seminar, department approval

EDU 490 Student Teaching Internship**15 credit hours**

The Student Teaching internship is a semester-long program for seniors providing practical teaching experience in an accredited school. It involves supervision by a cooperating teacher, lesson planning, and teaching at a high level of competency. Observations are made by the supervisor of student teachers and content area faculty, and regular seminar meetings are held with other student-teachers. Prospective teachers seeking Studio Art with Education Certification must do the internship at both the elementary and secondary grade levels. To be eligible for the course, students must have at least a 2.5 cumulative grade point average. Students earn a letter grade. Offered fall and spring.

Prerequisites: EDU 201, 305, 306 (for English Language Arts) or 307 (for Art students), acceptance into the Teacher Preparation program, department approval

English

P. ANDERSON, D. BERGHORN, D. ELLIOTT, T. KEALY, M. MCMAHON, J. MILLS,
R. MILLS, A.P. STECKER, O. STOREY, M. WATMAN, M. WILEY

Bachelor of Arts: English

The English Major, a curriculum of literary studies, provides an opportunity for personal, academic, and professional growth through the study of literature and the mastery of written expression. Specifically, students increase their understanding of the depth and variety of human experiences by exploring the literature of different cultures in an interdisciplinary way; develop close working relationships with faculty members that offer intellectual challenge while encouraging creative and unique courses of study; create a senior thesis project that utilizes interpretative insight, research skills, and writing abilities; and, finally, explore related professional experiences by means of internships and service-learning projects. Upon graduation, these skills in literary analysis and textual interpretation provide a strong foundation for either graduate studies or other professional pursuits.

Requirements

Liberal Education Requirements

ENG 160

ENG 200-level courses: 18 credit hours

Two survey courses: ENG 221, 222, 231, 232, 248, or 249

Two genre courses: ENG 213, 220, 226, 244, 245, 251, 263, or 265

Requirements, continued next page

Two interdisciplinary/cultural courses: AME 201; ENG 215, 216, 224, 229,
or 247

ENG 300- and 400-level courses: 18-24 credit hours

ENG 342

Four additional 300-level courses:

AME 305; ENG 324, 331, 333, 335, 338, 339, or 350

ENG 485

ENG 486

Major Acceptance

A cumulative GPA of C (2.0) and a grade of at least C (2.0) or better in ENG 160 and one 200-level literature course. In addition, the student meets with the department chair to review coursework, grade point average, and professional goals.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|---------------------------------|---------------------------------|
| First Year | |
| WRT 105 | ENG 200-level (survey) |
| ENG 160 | ENG 200-level (genre) |
| Math Requirement | ENG 200-level |
| First Year Pathway Seminar | (interdisciplinary/cultural) |
| Liberal Education Course | Liberal Education Course |
| | Liberal Education Course |
| Sophomore Year | |
| ENG 200-level (survey or genre) | ENG 200-level (survey or genre) |
| ENG 200-level | ENG 300-level (literature) |
| (interdisciplinary/cultural) | Liberal Education Course |
| CIS 105 | Sophomore Pathway Seminar |
| Liberal Education Course | Elective |
| Elective | |
| Junior Year | |
| ENG 300-level (literature) | ENG 342 |
| ENG 300-level (literature) | ENG 485 |
| Liberal Education Course | Elective |
| Elective | Elective |
| Elective | Elective |
| Senior Year | |
| ENG 300-level (literature) | ENG 486 |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |

Recommended electives: courses in creative writing, philosophy, religion, American studies, women's studies, communication studies, and film.

Total Credit Hours: 120 minimum

English Language Arts with Education Certification

Students seeking New Hampshire Teacher Certification in English Language Arts (grades 5-12) complete the degree requirements for the B.A. in English and qualify for certification by completing additional coursework in Education. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and the suggested registration in the Education Section of this *Catalog*.

English Minor

Requirements

The English minor consists of 18 credit hours of courses that satisfy the English major. ENG 160 is required, and at least six of the remaining 15 credit hours must be at the 300- or 400-level. Please refer to the Minor Programs Section of the *Catalog* for further information.

Course Offerings

ENG 160 Thinking About Literature

3 credit hours

In this course, students work and play with basic literary concepts. As we read novels, poems, plays, and nonfiction, students are asked to take a creative and critical approach to such questions as What is literature? How does it relate to ordinary language? How do literary texts relate to each other? How does literary language relate to ways that we think? Is reading itself a creative act? At the end of the course, students should have a better understanding of literature and its workings, and most importantly a more creative and playful process of engaging with texts. Offered fall.

ENG 213 The Poem

3 credit hours

This course explores the diversity and uses of poetry from poems of many cultures and literary periods to contemporary song lyrics and greeting-card verse. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG/CES 215 Visions of Nature: The Literary Tradition

3 credit hours

Using examples of the tradition of nature writing begun by Gilbert White and continued by writers such as Edward Abbey, Rachel Carson, Charles Darwin, Annie Dillard, Gretel Erlich, Wallace Stegner, Henry David Thoreau and many others, this course examines the sources of the nature writing tradition in prose and poetry. The course explores definitions of the pastoral, wilderness, the birth of environmentalism, and looks toward visions for the twenty-first century. Offered spring.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 216 Irish Literature

3 credit hours

This course examines Irish literature in its cultural context. Special attention is given to Anglo-Irish relations, Catholicism, the Famine, the Abbey Theatre, Irish nationalism, and Ireland's hold on the Irish-American imagination. The class reads a sampling from Ireland's rich literary heritage ranging from ancient heroic narratives to

writers more familiar to twenty first century readers such as Heaney, Joyce, McCourt, and Yeats. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 218 Perspectives in Children's Literature **3 credit hours**

What are the qualities that make a particular work of children's literature endure? Citing the work of psychologists, art historians, educators, and authors, students explore this and similar questions. The class begins with traditional literature and moves on to picture books and early readers, asking what role these books play in the social/psychological lives of children and the adults who care for them. While students prepare annotated bibliographies of various genres, this is not a survey course. Rather it is an in-depth and personal look at how particular books help to shape a child's moral and social development. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 220 Adolescent Literature **3 credit hours**

Adolescents have been described as "those who think they're too old to be children but who others think are too young to be adults." This course defines adolescence as the period ranging from grade five through the senior year of high school. Students work to identify the criteria that set literature written for this age groups apart from that written for older audiences. Students also reflect upon their own adolescence in ways that may help them understand this literature in a deeper, more connected context. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 221 Survey of American Literature I **3 credit hours**

This course is a study of selected representative works by American writers from 1620 to 1855. Attention is paid to literary periods and major literary themes. Offered fall of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 222 Survey of American Literature II **3 credit hours**

This course is a study of selected representative works by American writers from 1855 to the present. Attention is paid to literary periods and major literary themes. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 224 Caribbean Written and Oral Literature **3 credit hours**

This course examines literature, poetry, and music from the Caribbean. A range of writings is considered: novels by black writers about life on the islands, novels written by North Americans about the Caribbean, and novels by black Caribbeans about the experience of emigration. Reggae, Haitian drumming, and calypso also are studied. Questions such as the relation of literary tradition to non-traditional groups, the

relation of music to poetry, the experience of emigration, and the new oral tradition of music are central to the course. Offered fall of odd-numbered years.

Exploration Area: Global Perspectives

ENG 226 American Poets, The Puritans to the Present 3 credit hours

This course explores the writing for major American poets from the seventeenth century to the twenty-first century in the context of American social and intellectual history. This course satisfies a survey requirement for the English major. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG/CES 229 Native American Literature 3 credit hours

This course is a study of representative works created by native peoples of the United States, including traditional songs and chant from the oral traditions of past centuries as well as poetry, fiction and autobiographical writings from such contemporary authors as Sherman Alexie, Michael Dorris, Louise Erdrich, Joy Harjo, Leslie Silko, and N. Scott Momaday. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 231 British Literature I 3 credit hours

Anglo-Saxon, Medieval, Elizabethan, Restoration, and eighteenth-century figures such as Chaucer, Johnson, Milton, Shakespeare, and Swift are approached within the contexts of social and religious roles/concepts, aesthetic forms, and conventions, and literary themes. Offered fall of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 232 British Literature II 3 credit hours

Romantic, Victorian, and twentieth-century figures such as the Brontës, Dickens, Eliot, Woolf, and Wordsworth are approached within the contexts of social and political roles/concepts, aesthetic forms and conventions, and literary themes. Literary continuity between the nineteenth and twentieth centuries and between England and the United States is stressed. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 244 The Novel 3 credit hours

This introductory course explores the characteristics of the modern novel, such as theme, setting, point of view, character, and plot. Questions concerning the novel's definition as a genre and the novel's ability to analyze social life are basic to the course. Offered fall of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 245 The Short Story 3 credit hours

This introductory course explores the basic elements of prose fiction, such as theme, setting, plot, narration, character, and symbol. Learning to analyze prose fiction and

understanding the genre of the short story constitute the main objectives of the course. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 247 Encountering America

3 credit hours

The Americas proved to be the meeting ground of cultures that were vastly different in their religion, their technology, and their culture. History, literature, and film record and interpret the moment of encounter as it was played out in what has become Canada, the United States, the Caribbean, and Central and South America. This course examines these encounters as they were experienced by Native Americans, by Europeans, and by West Africans. Early and modern texts are studied in order to consider the perplexing situation of confronting the unimaginable. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 248 World Literature I: Foundations of Culture

3 credit hours

This course introduces the written and verbal origins of human expression in non-western cultures. Students begin by asking questions about literature as a creation of human cultures, and how a person from one culture can productively read literature from a radically different perspective. Since all of our texts come from non-western sources, it is important to keep our minds open to new ways of thinking about the world. Students become aware of both the influences these texts have had on western culture, and the new and important perspectives they can bring to our lives. Our reading begins with some of the first works of recorded literature and ends with the study of the discovery of new worlds and the cultural, linguistic, and environmental changes brought by cultural contact. Offered fall.

Exploration Area: Global Perspectives

ENG 249 World Literature II: Post Colonial Literature

3 credit hours

A continuation of ENG 248, World Literature II focuses on non-western literary expression after the age of exploration and discovery of new worlds. Students examine the impact of colonialism on local literary expression and track those influences through the postcolonial era of the twentieth and twenty-first centuries. Some of the issues encountered are: the continued syncretism of cultures in language and art; the impact of emigration and exile on cultural identity and gender issues; perspectives on individual identity; and global culture in today's world of electronic information. Offered spring.

Exploration Area: Global Perspectives

ENG 250, 350 Topics in English

1-3 credit hours

Students are offered the opportunity to study in depth a particular topic in English that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

ENG 251 Modern Drama

3 credit hours

This course introduces students to the various forms of modern drama by studying plays and playwrights from different cultures. Of particular interest is a consideration of the similarities and differences in both form and content of modern drama from

various countries and the cultural values which are reflected in it. Principal figures of the course are Beckett, Chekhov, Fugard, Henley, Ibsen, Miller, O'Neill, Pirandello, Shaw, Williams, and Wilson. Offered spring of even-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 263 Mythology and Folklore

3 credit hours

An introduction to the role of myth and folklore in society, this course introduces students to archetypal stories from many cultures. Students examine the many theories and definitions of myth. The evolution of mythic themes such as creation and heroism is emphasized. Offered spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

ENG 265 Literature and Film

3 credit hours

This course explores the similarities and differences in both the form and content of works of literature – short stories, novels, nonfiction, drama – and their cinematic adaptations. Using literary and filmic examples from a variety of cultural traditions, the course considers how the two media draw on their unique aesthetic elements to develop characters, themes, narrative lines, and point of view. Offered spring of odd-numbered years.

Exploration Area: Literature

Arts & Sciences Elective Area II Literature

ENG 285 English Internship

0-3 credit hours

Qualified sophomore, juniors, and seniors may arrange internships related to English with a member of the English faculty. The goal is to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promotion of literature, literacy, and the arts would serve as appropriate sites. These might include newspaper, magazine, journal and book publishers, advertising and public-relations firms, state and local libraries, writers' organizations, arts councils, historical societies, and the like. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, department approval

ENG 295, 395, 495 Independent Study

1-3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the English faculty. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

ENG 324 Literature of the American Renaissance

3 credit hours

This course aims to explore in depth American literature of the middle nineteenth century, which helped declare America's cultural independence from Europe and which gave "meters" to the same dazzling geography that inspired landscape artists from the Hudson River to the western Rockies. To this end, students study the major

figures of the American Renaissance – Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and Dickinson – by examining their works in considerable detail, by understanding their works in the context of the times when they were created, and by tracing the connections and influences they had on the works of one another. Offered fall of odd-numbered years.

Prerequisite: One 200-level literature course

ENG/WST 331 Images of Women in Literature **3 credit hours**

This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters, friends, women-on-pedestals, women-as-sex-objects, and other autobiographical accounts, that may imagine new roles and images. Writers studied include Emily Dickinson, Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, and Virginia Woolf as well as such literary critics as Gilbert, Gubar, and Showalter. Offered fall of odd-numbered years.

Prerequisite: One 200-level literature course

ENG 332 Study of Language **3 credit hours**

In this course students learn to discuss the theories and processes by which we acquire, understand, and use language, the major developments of language history, and major grammatical theories of English. In addition to the usual assignments, students do field work on language acquisition of children and adolescents of various stages of development, do “dialect geography,” trace a word history, and analyze a piece of one’s own writing using a major theory of grammar. Offered spring of odd-numbered years.

Prerequisite: One 200-level literature course

ENG 333 African-American Literature **3 credit hours**

In this course, students study African-American literature, music, and culture from the eighteenth to the twentieth centuries. The following questions are basic to the course: How can a group of oppressed people define themselves; what are the cultural and personal costs of the history of slavery; how does a specific tradition exist within the context of national tradition; how are forms of mental or creative freedom preserved despite the absence of physical, economic, and political freedom? Students discuss these questions through the study of music, novels, film, essays, and poetry. Offered spring of odd-numbered years.

Prerequisite: One 200-level literature course

ENG 335 Autobiography: The Tentative Self **3 credit hours**

This course introduces students to the often-neglected and misclassified genre of autobiography. The life of the self, written by the self, provides students with insights into historical, literary, political, and cultural truths as they were recognized by a wide range of autobiographers. The autobiography as confession, apologia, profession of faith, or transformation of experience are included and represented in forms as diverse as letters and fiction. Offered spring of even-numbered years.

Prerequisite: One 200-level literature course

ENG 338 Contemporary Novel and Narrative Theory 3 credit hours

The purpose of this course is to study contemporary novels with the tools provided by contemporary narrative theory. Students read experimental novels published since the 1960s and excerpts from recent theoretical essays. Students decide the extent to which theory enhances their ability to understand the complex and intricate forms of the contemporary novel. Writers such as Italo Calvino, Jerzy Kosinski, N. Scott Momaday, and Carol Shields are considered. Offered fall of even-numbered years.

Prerequisite: One 200-level literature course

ENG 339 Modernism: Literature from 1890-1940 3 credit hours

This course examines works of poetry, fiction, and drama that reflect the period of experimentation known as modernism, a movement that encompasses the fifty-year period between 1890 and 1940. It explores some of the social, cultural, and aesthetic forces that gave rise to this literature and are reflected in it, including links with the art, music, and film of the period. Among the writers to be considered are Willa Cather, T.S. Eliot, William Faulkner, Ernest Hemingway, James Joyce, Luigi Pirandello, Ezra Pound, Gertrude Stein, Jean Toomer, and Virginia Woolf. Offered spring of even-numbered years.

Prerequisite: One 200-level literature course

ENG 342 Writing About Literature 3 credit hours

This course introduces students to a range of traditional and contemporary critical approaches to literary texts with the goal of extending their level of analysis, research, and writing. In the process, students also develop a keener sense of how critical study and analysis are performed at the professional level and how such study prepares them for the extended senior project of independent literary study. Offered spring.

Prerequisite: ENG 160

ENG 480 Teaching Assistantship 1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

ENG 485 English Internship 0-6 credit hours

All English majors (with the exception of those in English Language Arts Education) are required to complete a 400-level internship in order to gain practical experience under the supervision of both a professional in the field and a member of the English faculty. Any organization involved in writing or publishing, or the promotion of literature, literacy, and the arts would serve as appropriate sites. These might include newspaper, magazine, journal and book publishers, advertising and public-relations firms, state and local libraries, writers organizations, arts councils, historical societies, and the like. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, English majors with department approval

ENG 486 The Capstone Experience:**Senior Seminar in Literary Studies****3 credit hours**

In this course students complete a major independent project in a setting where they can learn advanced research skills and exchange ideas with each other. Two faculty members contribute to the student's experience and are also responsible for evaluating the project: one as the leader of the capstone seminar and the second as a specialist in the topic chosen by the student. The course combines the teaching of research and of writing advanced research papers with the reading of materials that are basic to an individual student's project. Each student discusses the project with other students by presenting an excerpt from a primary text and an excerpt from a significant critical or theoretical work. At the conclusion of the course, students present their papers to relevant students and faculty in a final colloquium. Offered spring.

Prerequisite: Open to senior English majors

English as a Second Language

D. ELLIOTT

ESL 205 Advanced ESL**3 credit hours**

Students in this course are nearly ready to function independently in an academic setting. This class familiarizes students with basic rhetorical strategies as well as such synthesizing skills as summarizing and paraphrasing. Readings from *The New York Times*, *International Business*, and *The Wall Street Journal* help to form the basis of the course. Students also read a short novel such as *Of Mice and Men*, *My Antonia*, or *Their Eyes Were Watching God*. Passive voice, clause structure, and gerunds and infinitives provide a grammatical focus. This class meets one hour daily, Monday through Friday.

Prerequisite: Permission of instructor

Exercise and Sport Sciences

M. ADAMS, J. CULP, J. ECKRICH, P. FOLEY, A. GAMMELL, R. MEDBERY, D. MORAN, W. ROSS, P. SANBORN, K. STOEDEFALKE, T. STOWELL, P. THURBER, J. TOONSTR, J. WONG

Bachelor of Science: Exercise and Sport Sciences

The major in Exercise and Sport Sciences prepares students for careers in athletic training, exercise and wellness, and the sport industry through three programs of study: Athletic Training, Exercise Science, and Sport Management. Study in these three program areas is integrated with the liberal arts, enhancing preparation for professional and personal roles in the professional world. Program requirements allow flexibility in planning and pursuing a student's post-graduate or career goals. On-campus experiential learning and on/off campus internships and field experiences provide the student with practical learning experiences designed to strengthen both professional preparation and career placement. Students are encouraged to discuss their professional goals including graduate school options with their advisors as early as possible so that courses and internships/field experiences can be selected to enhance their personal and professional opportunities.

The Athletic Training program, which is accredited by the Commission on Accreditation of Allied Health Education Programs, provides preparation in the prevention, recognition, management, and rehabilitation of injuries for the physically active. This preparation may lead to careers in secondary schools, colleges/universities, professional sports, sports medicine clinics, or corporate/industrial settings. The Exercise Science program emphasizes the scientific approach to wellness through exercise prescription and the evaluation of human performance. Graduates are prepared to work in community, commercial, and clinical exercise-science settings. The Sport Management program provides students with a solid foundation in business and marketing, with specific applications to sport communication, administration, programming, and event management. Graduates are prepared for entry-level administrative posts in the sport-business sector.

Internships and/or field experiences are an integral part of the educational experience for all programs. Based on the specific program of study, students have a minimum of two experiences. Sites for these experiences are arranged in consultation with the department.

Requirements for all Exercise and Sport Sciences Major programs

Liberal Education Requirements

Competency Requirement: ESS 105

(First Aid and CPR certification must be kept current)

Foundation Requirements: ESS 100, 101, 451, 452

Dual Programs of Study

Students may choose to complete two programs of study. Major Acceptance requirements must be completed for both programs in order to be formally admitted into each program. Students are required to complete only one ESS 285 internship (to be determined with advisor). All other requirements of each program must be successfully completed.

Exercise and Sport Sciences: Athletic Training

The Athletic Training Education Program is accredited by the Commission on Accreditation of Allied Health Education programs. Upon completion of degree requirements, graduates are eligible to take the Board of Certification, Inc., examination to become certified athletic trainers. Graduates are prepared for entry-level athletic training positions and graduate studies in athletic training and other allied health fields.

Requirements (in addition to requirements for all Exercise and Sport Sciences Major programs)

BIO 106, 205*, 206*

MAT 123 or higher

SCI 201

PSY 101

ESS 150, 106*, 215*, 216*, 231, 232, 234, 307*, 311*, 316*, 323, 324, 331, 332, 333, 334, 410*, 431, 432, 433, 434, 440*, 441*

*A grade of C (2.0) or higher is required for each of these courses.

Requirements, continued next page

Students also must:

1. complete a minimum of 800 clinical hours under the direct supervision of a certified athletic trainer.
2. be enrolled in Colby-Sawyer's Athletic Training Education Program for a minimum of two years.
3. demonstrate competence in all athletic training proficiencies.

Complementary Courses (recommended but not required)

BIO 207

CHE 101, 102

ESS 204, 326, 421, 424

MAT 220

PHY 101, 102

PSY 303

SOC 303

Major Acceptance

Admission to the college does not guarantee major acceptance into the Athletic Training Education Program (ATEP). In the fall of the sophomore year (or later for transfer students and students reapplying for Major Acceptance), the candidate must make formal application to the program, which includes the following requirements:

- Cumulative GPA of 2.0
- Completion of BIO 205; ESS 101, 105, 106 with a grade of C or better
- Current certification in first aid and CPR for the professional rescuer
- Completed Hepatitis B Virus inoculation series or signed declination
- Signed *Technical Standards for Athletic Training Education Program Admission* form. Copies of the standards and of this form are available for review on the program Web site or from the program director
- A signed *Oath of Confidentiality* form
- Completion of 80 hours of supervised athletic training observation
- Submission of an *Athletic Training Observation Log* documenting learning experiences
- Successful completion of a skills test in applying elementary athletic taping/wrapping procedures
- Completed *Application for Major Acceptance* form
- Two completed *Faculty Recommendation* forms
- A personal statement explaining why the student wants to be admitted to the Athletic Training Education Program
- Participation in a personal interview with members of the clinical instruction staff

The application deadline for the ATEP is the college's Major Acceptance application deadline during the fall of the student's sophomore year. This date is published in this *Catalog* and on the college Web site.

Students who have further questions should contact the ATEP Director or the

Exercise and Sport Sciences department chair.

Acceptance in the Exercise and Sport Sciences major is a prerequisite for all ESS 300- and 400-level courses and internships unless permission is granted by the department.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|---------------------------|
| First Year | |
| BIO 106 | BIO 205 |
| ESS 101 | ESS 100 |
| WRT 105 | ESS 105 |
| First Year Pathway Seminar | ESS 106 |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| BIO 206 | ESS 216 |
| ESS 150 | ESS 232 |
| ESS 215 | ESS 234 |
| ESS 231 | ESS 323 |
| CIS 105 | PSY 101 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Junior Year | |
| ESS 307 | ESS 316 |
| ESS 324 | ESS 311 |
| ESS 331 | ESS 332 |
| ESS 333 | ESS 334 |
| MAT 123 or higher | SCI 201 |
| Elective | Liberal Education Course |
| | Elective |
| Senior Year | |
| ESS 410 | ESS 432 |
| ESS 431 | ESS 434 |
| ESS 433 | ESS 452 |
| ESS 440 | Liberal Education Course |
| ESS 441 | Elective |
| ESS 451 | Elective |
| Liberal Education Course | |

Transfer Policy for Athletic Training Program

Given the specific nature of an education for the health professions, transfer students with prior athletic training education are evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program (ATEP) director develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college. Transfer students are required to provide the ATEP director with course descriptions and appropriately dated syllabi from all athletic training major courses for which they seek transfer credit by October 15 if enrolling in the spring semester and March 1 if enrolling in the fall semester. Transfer students

are held to all Major Acceptance requirements and go through the process at the end of the semester in which they complete these requirements. As also is the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee Major Acceptance in the Athletic Training program. Students must be enrolled in Colby-Sawyer's Athletic Training program for a minimum of two calendar years prior to graduation to graduate from the athletic training program.

Exercise and Sport Sciences: Exercise Science

Courses in the Exercise Science program are designed to meet the recommended standards of the American College of Sports Medicine in preparing students to be health, fitness, and exercise specialists. The curriculum is also structured to prepare students who wish to pursue graduate studies in exercise science and/or allied health fields.

Requirements (in addition to requirements for all Exercise and Sport Sciences Major programs)

BIO 106, 205, 206

CHE 101, 102

SCI 201

MAT 123 or higher

PSY 303

ESS 204, 205, 285, 313, 324, 326, 421, 424, 485

ESS/ES Electives: choose two courses from the following:

ESS 250, 350, 450 (only one Special Topics course may fulfill this elective requirement)

ESS 309, 310, 315, 318, 323, 419, 440

Complementary Courses (recommended but not required)

PHY 101, 102

MAT 220, 221

BIO 207

PSY 101

ESS 203, 395 or 495, 426, 486

Major Acceptance

- A minimum cumulative GPA of C (2.0)
- A minimum C (2.0) average in the following courses:
 - ESS 100, 101, 205
 - BIO 205

Suggested Registration

Fall

Spring

First Year

WRT 105

BIO 106

CHE 101

CHE 102

ESS 101

ESS 105

Liberal Education Course

ESS 100

First Year Pathway Seminar

CIS 105

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|-----------------------------|-----------------------------|
| Sophomore Year | |
| BIO 205 | BIO 206 |
| MAT 123 or higher | SCI 201 |
| ESS 205 | ESS 204 |
| Liberal Education Course | Sophomore Pathway Seminar |
| Liberal Education Course | Liberal Education Course |
| Junior Year | |
| PSY 303 | ESS 285A |
| ESS 324 | ESS 326 |
| Liberal Education Course | ESS 421 |
| Elective or ESS/ES Elective | Elective or ESS/ES Elective |
| Elective | Liberal Education Course |
| ESS 485A Summer Internship | |
| Senior Year | |
| ESS 313 | ESS 424 |
| ESS 451 | ESS 452 |
| Liberal Education Course | ESS 485A or Elective |
| Elective or ESS/ES Elective | Elective or ESS/ES Elective |
| Elective | Elective |

Exercise and Sport Sciences: Sport Management

Courses in the Sport Management program integrate knowledge of business and sport. The curriculum is guided by the National Association for Sport and Physical Education and the North American Society for Sport Management standards. Students are prepared for careers in the sport industry as well as to pursue graduate studies in related fields.

Requirements (in addition to requirements for all the Exercise and Sport Sciences Major programs)

BUS 115 or 116, 216, 231, 302
 ECO 101
 SOC 303
 ESS 104, 203, 248, 285, 312, 314, 317, 426, 428, 485
 ESS/SM Elective: choose one course from the following:
 ESS 309, 322
 PSY 303

Complementary Courses (recommended but not required)

BUS 224, 312, 316, 325, 403, 406, 407, 411
 COM 101, 303
 ECO 102
 ESS 328, 395 or 495, 486

Major Acceptance

- A minimum cumulative GPA of C (2.0)

- A minimum C (2.0) average in the following courses:
 ESS 101, 104, 203
 BUS 115 or 116
 BUS 231 or ECO 101

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|--------------------------------------|----------------------------|
| First Year | |
| WRT 105 | BUS 115 or 116 or Math |
| ESS 101 | CIS 105 |
| BUS 115 or 116 or Math | ESS 104 |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| BUS 231 | BUS 216 |
| ECO 101 | ESS 248 |
| ESS 100 | Sophomore Pathway Seminar |
| ESS 105 | Liberal Education Course |
| ESS 203 | Elective |
| Liberal Education Course | |
| Junior Year | |
| BUS 302 or Elective | ESS 312 |
| ESS 285B | ESS 314 |
| ESS 317 | SOC 303 |
| ESS/SM Elective or Liberal Education | ESS/SM Elective |
| Liberal Education Course | Liberal Education Course |
| | ESS 485B Summer Internship |
| Senior Year | |
| BUS 302 or Elective | ESS 428 |
| ESS 426 | ESS 452 |
| ESS 451 | Elective |
| Elective | Elective or ESS 485B |
| Elective | Elective |

Course Offerings

ESS 100 Personal Health and Wellness

3 credit hours

This course is an introduction to concepts and applications of lifetime personal health and wellness. Topics covered include components of fitness, cardiovascular disease and risk factors, nutrition, weight management, relaxation and massage techniques, sexually transmitted diseases, ergogenic aids, and substance abuse. The course includes practical applications of certain topics through activities such as fitness testing, circuit training, weight training, and aerobics. The focus is upon individualization of activities so as to address particular needs and circumstances. Offered fall and spring.

Exploration Area: Wellness

ESS 101 Introduction to Exercise and Sport Sciences 3 credit hours

This course offers an overview of the field of Exercise and Sport Sciences as a discipline with regard to related careers and professions. Course content includes explorations of the historical and philosophical foundations of Exercise and Sport Sciences. The course also provides an introduction to sociological and psychological aspects of sport, with particular attention to those issues of special concern to the sport participant. Attention is given to assisting students in selecting academic and career directions in Exercise and Sport Sciences that are compatible with individual goals, interests, and capabilities. Offered fall.

ESS 104 The Sport Industry 3 credit hours

This course introduces topics such as governance; the mass media; players and coaches associations; labor relations; regulatory agencies; interscholastic, intercollegiate, and professional sport; sponsorship; sport travel; agents; and sporting goods. Students explore the aforementioned topics to make links between the segments, delineate concepts and larger issues within each, and draw conclusions related to overarching policy implications. The course focuses on the United States but also draws from international case examples and authors. Offered spring.

ESS 105 First Aid and CPR 1 credit hour

This course is designed to prepare students with basic knowledge and skills in first aid and community CPR. Additionally, all components of the Emergency Medical Service system are discussed. Offered fall and spring.

ESS 106 Prevention and Care of Athletic Injuries 4 credit hours

This course introduces the student to the profession of athletic training. Particular emphasis is placed on the prevention of injuries to the physically active individual in the area of conditioning, protective equipment, pre-participation screening, and environmental risk factors. Advanced topics of emergency care are covered including skills of the professional rescuer. The student becomes familiar with common medical and human anatomical terminology and injury mechanisms. Offered spring.

Prerequisites or co-requisites: ESS 105, BIO 106

ESS 150 Taping Techniques in Athletic Training 1 credit hour

This is a laboratory course designed to prepare the student for work in an athletic-training environment. The course focuses on specific taping techniques and includes instruction and practical experience. Graded Pass/Fail. Offered fall.

Prerequisite: ESS 106

ESS 203 Philosophy and Ethics of Sport 3 credit hours

Students explore the central topics in the philosophy of sport and moral and ethical issues related to sport. The development of a personal philosophy and an understanding of social responsibility in the sport management setting are specific goals of the course. Topics covered involve aspects associated with professional ethics, foundations of philosophy, rights and responsibilities, concepts of morality, developing a personal philosophy regarding social responsibility, theories of ethics, establishing a professional code of ethics, and personal and management values. Offered fall.

ESS 204 Motor Development**3 credit hours**

This course is designed to introduce students to the changes in motor behavior and skill performance across the lifespan. The lifespan approach is used because of the increased recognition of the importance of physical activity for all ages. In order to understand this approach, factors related to physical growth and maturation are explored. Offered spring.

ESS 205 Principles and Concepts of Exercise Science**2 credit hours**

Students explore various concepts related to the exercise science field. Specific focus is on health-related fitness and motor-performance fitness and their assessment. Proper technique and uses of various exercise equipment are presented as well as an evaluation of the movements associated with each. Offered fall.

Prerequisite: ESS 101

ESS 215 Athletic Training Assessment I**4 credit hours**

This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include general assessment procedures as well as specific procedures for the evaluation of the upper extremity. Offered fall.

Prerequisites: BIO 205, ESS 106

ESS 216 Athletic Training Assessment II**4 credit hours**

This course includes an in-depth inquiry into the anatomical and physiological processes associated with the occurrence of injuries to athletes and physically active individuals. Students learn to perform and interpret the results of structural and functional tests in order to accurately evaluate and determine the extent of injury. Topics include specific procedures for the evaluation of the head, trunk, and lower extremity. Offered spring.

Prerequisites: BIO 206, ESS 215

ESS 231 Athletic Training Practicum I**1 credit hour**

This course is a structured clinical experience in the prevention and care of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

Prerequisite: ESS 106

ESS 232 Athletic Training Practicum II**1 credit hour**

This course is a structured clinical experience in upper extremity athletic training assessment under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

Prerequisites: ESS 150, 215, acceptance into the Athletic Training program

ESS 234 Field Experience in Athletic Training I**1 credit hour**

This course is a structured clinical course in which students rotate through supervised observation experiences in a variety of athletic training and health care settings

under the guidance of an approved clinical instructor. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

Prerequisite: ESS 231

ESS 248 Sport Marketing

3 credit hours

This course introduces the student to marketing in the sport industry and leisure service organizations. Topics include: the unique aspect of sport and leisure service marketing, the economic feasibility study, data collection, market segmentation, competitive analysis, consumer behavior, the marketing mix, public relations, sponsorships, media promotions, and the marketing plan. Offered spring.

Prerequisites: BUS 231, CIS 105

ESS 250, 350, 450 Special Topics

1-3 credit hours

Special Topics courses offer students an avenue for exploration of specific current and relevant topics and issues in the field. No particular topic is offered on a regular basis. Instead, topics are selected on the basis of current students' needs and interests. Every attempt is made to offer topics that have cross-disciplinary appeal. Offered fall and spring.

ESS 285 Internship in Exercise and Sport Sciences

0-3 credit hours

This 120-hour minimum experience in Exercise and Sport Sciences is organized to allow for student participation in programs relevant to the student's program area and professional interests. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Major Acceptance, pre-internship seminar, current First Aid and CPR Certification, department approval

ESS 295, 395, 495 Independent Study

1-4 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Exercise and Sport Sciences Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

ESS 307 Therapeutic Modalities

3 credit hours

This course focuses on the theory, principles, and physiological effects of various therapeutic modalities used in the treatment of injuries to athletes and physically active people. The indications, contraindications, and operational protocols for the following are addressed: electrical stimulating currents; infrared modalities; ultrasound; shortwave and microwave diathermy; ultraviolet therapy; low-power lasers; tractions; intermittent compression devices; and therapeutic massage. Laboratory experiences are used to supplement classroom instruction. Offered fall.

Prerequisites: ESS 216

ESS 309 Gender and Sport

3 credit hours

This course examines gender issues in sport. Topics to be covered include: political, economical, historical, psychological, and physiological perspectives, as well as sociological constructs around gender issues. Offered fall of odd-numbered years.

Prerequisite: ESS 101 or Social Sciences Exploration Area course

ESS 310 Exercise Management for Individuals with Chronic Diseases**3 credit hours**

This course focuses on guidelines for developing exercise programs with special health considerations. For each condition the pathophysiology, effects of training, exercise programming, management, and medications are discussed. Topics covered include cardiovascular and pulmonary diseases, metabolic diseases, immunological/hematological disorders, orthopedic diseases and disorders, and neuromuscular disorders. Offered spring of odd-numbered years.

Prerequisite: ESS 324

ESS 311 Clinical Interventions in Health Psychology**1 credit hour**

This course prepares the student to address unhealthy sociocultural, mental, emotional, and physical behaviors of the physically active population. Emphasis is placed on recognition, intervention, and appropriate referral. Offered spring.

Prerequisites: PSY 101, ESS 231

ESS 312 Athletics Administration**3 credit hours**

This course prepares students to organize and administer a program of intramural sports, club sports, and interscholastic/intercollegiate sports at the public school/college level. Consideration is given to both the challenges and standards associated with such programs. Offered spring.

Prerequisite: BUS 115 or 116

ESS 313 Fitness Management**3 credit hours**

This course involves an examination of the business principles and administrative responsibilities related to managing fitness programs and fitness facilities. Topics include leadership, scheduling, personnel management, program evaluation, equipment purchasing, market analysis, facility management, and budget issues. Offered fall.

Prerequisite: ESS 205

ESS 314 Facility Planning and Management**3 credit hours**

This course is designed to identify the unique characteristics of sport-related facilities, including planning, design, and management. One focus of this course is the many aspects of facility management: marketing, services and programs, day-to-day operations, documentation, fiscal management, and trends. A second focus of this course includes the planning for and design of these facilities. Offered spring.

Prerequisite: BUS 231

ESS 315 Leading Group Exercise**2 credit hours**

This course is designed to prepare students in leading group exercise programs. Various principles, concepts, and guidelines related to group exercise programs are examined through practical application and classroom activities. Students explore several types of group exercises including: conditioning, aqua aerobics, yoga, spinning, and step aerobics. Offered fall of even-numbered years.

Prerequisite: ESS 205

ESS 316 Therapeutic Rehabilitation**3 credit hours**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in rehabilitation of injuries to athletes and physically active individuals. Students are introduced to manual as well as mechanical testing and

other primary components of comprehensive rehabilitation design and implementation including: determining therapeutic goals, progress, and ability to return to athletic participation. Laboratory experiences are used to supplement classroom instruction. Offered spring.

Prerequisites: BIO 206; ESS 215, 216

ESS 317 Management Concepts in Sport

3 credit hours

This course allows students to analyze the various skills, roles and functions of sport managers. Students are able to describe the elements of leadership theory and practices as they relate to various managerial responsibilities. Specifically, the course concentrates on incorporating various concepts such as the strategic planning process, organizational behavior, structure and staffing, motivation theories, personal management style and philosophy, time management skills, human-resource management, theories of leadership, and management theory. In addition, students synthesize the aforementioned topics and describe the links within. Offered fall.

Prerequisite: ESS 104

ESS 318 Strength and Conditioning

3 credit hours

This course focuses on the development of appropriate strength and conditioning programs for optimizing sport performance and the physiological responses of the body to those programs. The principles and guidelines for appropriate testing techniques are addressed as well as how to design sport-specific training programs. Offered spring of even-numbered years.

Prerequisite: ESS 324

ESS 322 History of Sport

3 credit hours

This course examines the development of sport as an integral part of American life from the colonial period to the late twentieth century. In particular, special attention is on identifying sport practices in the context of changing work/leisure patterns and other economic, social, and cultural movements.

History, Society, and Culture majors who are not pursuing Social Studies with Education Certification may use this course as a 300-level History course. Students who are pursuing Social Studies with Education Certification may only use this as an elective course. This course may be used to meet the requirements for a History minor. Offered fall of even-numbered years.

Prerequisite: History Exploration Area course

ESS 323 Structural Kinesiology

3 credit hours

This course introduces students to the facts, concepts, and principles related to the study of human motion. The focus of the course is on the influence of anatomical structure. The specific focus is on the skeletal, neural, and muscular systems. Offered spring.

Prerequisite: BIO 205

ESS 324 Exercise Physiology

4 credit hours

Exercise Physiology concentrates on physiological adaptations made by the human organism to the stress of exercise. Acute and chronic adaptations are reviewed. Some of the topics covered include: the effects of exercise on the cardiovascular and pulmonary systems; the nutritional basis for human performance; physical training techniques; ergogenic aids; environmental factors; and exercise as well as energy for

physical activity. A required laboratory involving scientific instrumentation is included to supplement lecture materials. Pulmonary function tests, measurement of body composition, anaerobic power testing, evaluation of aerobic capacity assessment, and fitness testing are experiences fundamental to the preparation of the student's ability to understand basic physiological adaptations to the effects of exercise, and also provide the basis for evaluation of cardiovascular function. Offered fall.

Prerequisites: BIO 205, 206

ESS 326 Biomechanics

3 credit hours

This course introduces students to the facts, concepts, and principles related to the study of human motion. The focus of the course is the influence of mechanical principles on movement. The analysis of human movement is approached from qualitative and quantitative perspectives. Laboratory experiences are used to supplement classroom instruction. Offered spring.

Prerequisites: BIO 205, MAT 123

ESS 328 Theory of Coaching

3 credit hours

This course is an overview of current theory and practice in coaching education. Students are introduced to sport pedagogy, physiology, psychology, administration, and risk management in the context of coaching sport. This course addresses issues across all levels of performance and competition as well as issues specific to child, youth, and collegiate coaching.

Prerequisite: ESS 100

ESS 331 Athletic Training Practicum III

1 credit hour

This course is a structured clinical experience in athletic training assessment of the head, trunk, and lower extremity under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

Prerequisites: ESS 216, acceptance into the Athletic Training program

ESS 332 Athletic Training Practicum IV

1 credit hour

This course is a structured clinical experience in the application of therapeutic modalities and the psychosocial aspects of injury under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

Prerequisites: ESS 307, 311, Athletic Training program Major Acceptance

ESS 333 Field Experience in Athletic Training II

2 credit hours

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the prevention and care of athletic injuries and athletic training assessment of the upper extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.

Prerequisite: ESS 232

ESS 334 Field Experience in Athletic Training III

2 credit hours

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting.

This may include those skills up to and including athletic training assessment of the lower extremity. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

Prerequisite: ESS 331

ESS 402 Leadership and Motivation **3 credit hours**

This course prepares students for competent and effective leadership as professionals in the field of Exercise and Sport Sciences. Topics include an overview of different theories and models of leadership and motivation, as well as strategies for successful communication, group dynamics, problem solving, and decision making. Offered fall.

Prerequisite: ESS 317 or ESS 324

ESS 410 Athletic Health Care Administration **2 credit hours**

This course addresses the organizational and administrative aspects of athletic health care management for various employment settings. Content of this course includes: human-resource management, financial-resource management, facility design and planning, information management, legal and ethical considerations, professional development, and promotion of athletic training. Offered fall.

Prerequisite: ESS 307

ESS 419 Rapid Interpretation of EKGs **3 credit hours**

This course focuses on both the interpretation of normal and abnormal EKGs as well as the pathological basis of abnormal EKGs. Arrhythmias, heart blocks, hypertrophies, and axis deviation are examples of topics covered. Offered spring of even-numbered years.

Prerequisite: ESS 324

ESS 421 Exercise Prescription **4 credit hours**

The major thrust of this course centers on the development of skills and knowledge related to exercise testing, prescription, measurement, and evaluation. Topics include: medical/health screening, exercise test administration and evaluation, metabolic calculations, exercise program development, and medications specific to cardiac patients. This course closely follows the *Guidelines for Exercise and Testing Prescription* by the American College of Sports Medicine. Offered spring.

Prerequisite: ESS 324

ESS 424 Advanced Exercise Physiology **3 credit hours**

This course builds on the principles learned in Exercise Physiology. Topics covered include biochemical principles, all of which are applied to exercise physiology; exercise test interpretation in the general athletic and diseased populations; protocols for exercise testing, cardiovascular, and pulmonary responses to exercise; skeletal muscle adaptations to exercise; and many other current topics in exercise physiology. Offered spring.

Prerequisite: ESS 324

ESS 426 Sport Law **3 credit hours**

This course examines the legal aspects of sport (i.e., coaching; administering fitness; instructional, recreational, and athletic programs; sport marketing). Areas of study include, but are not limited to, constitutions; legislative enactments; case law related

to administrative, constitutional, contract, labor, products liability, and tort law; and risk-management techniques. Offered fall.

Prerequisite: ESS 312

ESS 428 Sport Management

3 credit hours

This course brings together all aspects of Sport Management, building on the foundation and specialized course prerequisites in Exercise and Sport Sciences and Business Administration. Course content includes organizing, motivation, planning, staffing, and supervising. Emphasis is on the practical application of the Sport Management knowledge base. Offered spring.

Prerequisites: ESS 248, 314, 317

ESS 431 Athletic Training Practicum V

1 credit hour

This course is a structured clinical experience in the application of therapeutic exercise techniques and the nutritional aspects of injury prevention and recovery under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered fall.

Prerequisites: ESS 316, SCI 201

ESS 432 Athletic Training Practicum VI

1 credit hour

This course is a structured clinical experience in the application of general medical assessment and health care administration issues under the guidance of a certified athletic trainer. It requires the demonstration of proficiency in applying a defined set of clinical athletic training skills. Graded Pass/Fail. Offered spring.

Prerequisites: ESS 410, 440, 441

ESS 433 Field Experience in Athletic Training IV

2 credit hours

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the safe and proper use of various therapeutic modalities. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered fall.

Prerequisite: ESS 332

ESS 434 Field Experience in Athletic Training V

2 credit hours

This is a clinical course in which students apply previously acquired athletic training skills under the guidance of a certified athletic trainer in a real practice setting. This may include those skills up to and including the implementation of therapeutic exercise in the rehabilitation process. Personal reflection on the experience is a critical component. Graded Pass/Fail. Offered spring.

Prerequisite: ESS 431

ESS 440 Pathology of the Body Systems

3 credit hours

This course covers the pathophysiology of prominent acute and chronic diseases and conditions of the major body systems. Students study the interdependence of body systems and the conditions that affect human health and well-being. Other topics include common risk factors associated with these conditions, as well as their response to, and impact on, physical activity. Offered fall.

Prerequisite: ESS 324

ESS 441 Pharmacological Concepts in Health Care **2 credit hours**

This course covers the general principles of pharmacology as they relate to the physically active population. Topics include social drugs, ergogenic drugs, prescription medications, and over-the-counter drugs. Also covered is the principle of emergency administration of bronchodilators and epinephrine. Offered fall.

Prerequisites: ESS 307, 316

**ESS 451 Research in Exercise and Sport Sciences:
Critical Components (Capstone)** **2 credit hours**

Students explore, in depth, a topic of their choosing. This involves reviewing and synthesizing the primary literature in the area as well as developing an original area of inquiry and the methods necessary to complete the investigation. Throughout the process, students review, learn, and incorporate basic techniques and procedures associated with the research process. Offered fall.

Prerequisite: ESS 312 or ESS 324

**ESS 452 Research in Exercise and Sport Sciences:
Assessment and Analysis (Capstone)** **2 credit hours**

Students complete the investigation of their topic designed in ESS 451 and present the results and analysis of their findings. Emphasis is placed on the analysis of various types of data and information as well as the interpretation of the findings. Offered spring.

Prerequisite: ESS 451

ESS 480 Teaching Assistantship **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

ESS 485 Internship in Exercise and Sport Sciences **0-6 credit hours**

This 240-hour (minimum) experience in Exercise and Sport Sciences is organized to allow for student participation in programs relevant to the student's program area and unique interests. This final required internship experience serves as a unique opportunity to apply and more fully develop those professional competencies necessary for a successful work experience. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Completion of 70 percent of total credit hours required in major, pre-internship seminar, current First Aid and CPR certification, department approval

ESS 486 Senior Project in Exercise and Sport Sciences **3 credit hours**

Exercise and Sport Sciences majors may choose to culminate their program in a senior project. With the aid of a faculty advisor, seniors identify a significant area of investigation; research its parameters; clarify their relationship to that area; and create a final product in the form of a paper, manuscript, lecture, etc. This major project serves as a demonstration of skills and knowledge acquired during the four undergraduate years and marks students' passage to the status of independent learners and producers. It is important also in that it offers graduate schools and potential

employers evidence of competencies, skills, and productive techniques. Proposals for projects must be approved the semester before completion.

Prerequisite: Senior standing

Fine and Performing Arts

G. BLISS, J. KEENAN

FPA 250, 350 Topics in Fine and Performing Arts 1-3 credit hours

Students are given the opportunity for an in-depth study of a topic or topics in the fine and performing arts that are not part of the regularly scheduled course offerings. The topic or topics for a given term will be announced before registration. Offered fall and spring.

FPA 285, 485 Internship in the Arts 0-6 credit hours

The Internship in the Arts allows students an opportunity to sample the outside work world in areas that relate to their course work and future career choice. Arts organizations such as graphic art companies, museums, galleries, art products companies, theaters, and other performing art organizations are typical sites. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisites: Pre-internship seminar, department approval

FPA 480 Teaching Assistantship 1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

Government

H. CLEVELAND, R. HANSON, W. HELM

GOV 100 Comparative Government and Geography 3 credit hours

This is an introduction to the study of countries and their governments across regions, cultures, and time in an attempt to understand what they have in common, how they differ, and why. The course focuses on the politics and geography of nations in Europe, Asia, the Middle East, Africa, and South America and includes such topics as democracy and autocracy, human rights, post-communist states, political development, and post-cold war international politics. The course also introduces the development, concepts, methodologies, and materials of government studies. Offered spring.

Exploration Area: Global Perspectives

GOV 202 The American Presidency 3 credit hours

This course analyzes the role and powers of the American president. Changes, and the reasons for those changes, that have taken place since the framing of the Constitution are examined, as is the effectiveness of the current institution of the Presidency.

Prerequisite: One GOV course

GOV 250, 350 Topics in Government and Politics **3 credit hours**

Topic courses are a series of area studies focusing on regions throughout the world. They are intended to introduce students to the history and the contemporary politics of selected countries in those regions.

GOV 295, 395, 495 Independent Study **3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the course number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Social Sciences and Education department

GOV 301 The United States Constitution **3 credit hours**

This course is a study of the U.S. Constitution, its philosophical background, the articles that provide the framework for our system of government and the changes that have occurred as a result of amendments. Special emphasis is given to various interpretations of the Constitution by the judicial branch as well as current constitutional crises.

Prerequisite: One GOV course or permission of instructor

GOV 303 Dissolution of the Soviet Empire **3 credit hours**

The purpose of this course is to acquaint students with the causes and results of the dissolution of the Soviet Union in 1991. Attention is directed toward geography, history, political philosophy, government structure, and many other factors involved in the breakup. Special consideration is given to current problems facing the Russian Federation and the successor states and the impact of those problems on the international community. Offered fall.

Prerequisite: Sophomore standing or above

GOV 304 The Far East in Modern Times **3 credit hours**

This course examines the government of China and Japan since they were opened up to the West in the middle of the nineteenth century. Special emphasis is placed on the clash between traditional cultures and modernization. Topics include the collapse of the Ch'ing Dynasty in China up to the Communist revolution of Mao Tse-tung and beyond as well as the opening up of Japan by Commodore Perry, the Meiji period, the Tojo regime, World War II, and modern Japan. Offered spring.

Prerequisite: Sophomore standing or above

History, Society and Culture

P. ANDERSON, A. BEROLZHEIMER, J. CARROLL, H. CLEVELAND, R. HANSON, S. LEBEAU,
J. SILOS, A.P. STECKER, O. STOREY

Bachelor of Arts: History, Society and Culture

History, Society, and Culture is an interdisciplinary major that provides students with a broad understanding of social conditions from the perspectives of history, the social sciences, and the humanities. It is designed to meet the content requirement

for certification to teach social studies (grades 5-12), and it also prepares students interested in pursuing further study in any of its fields and those who are interested in careers where knowledge of social conditions is important. The major is supported by the Department of Social Sciences and Education and the Department of Humanities.

Requirements

Liberal Education Requirements

GOV 100, any GOV 200- or 300-level course

HIS 101, 102, 217, 218

HSC 100, 400, 401, 485

Three additional 300- or 400-level History courses: at least one U.S. history and one non-U.S. history course. (Students pursuing Social Studies Education Certification will take HIS 301 as well as one U.S. history and one non-U.S. history course.)

SOC 101 and one 300- or 400-level SOC course

Two culture courses from the following: AME 201, 305, 341; ART 201, 202, 302; CES 229; COM 203, 341; ENG 216, 224, 229, 247, 248, 249, 263, 324, 331, 333, 339; PHI 205, 308; PSY 221; REL 205; WST 331

Major Acceptance

Portfolio review, and a minimum cumulative GPA of C (2.0) and at least a C (2.0) average in any two of the following: HSC 100, 101, 102; GOV 100; SOC 101

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|---------------------------|
| First Year | |
| HSC 100 | GOV 100 |
| HIS 101 | HIS 102 |
| WRT 105 | Math Requirement |
| First Year Pathway Seminar | Liberal Education Course |
| Elective | Liberal Education Course |
| Sophomore Year | |
| HIS 217 | HIS 218 |
| SOC 101 | Culture Course |
| CIS 105 | Liberal Education Course |
| Liberal Education Course | Sophomore Pathway Seminar |
| Liberal Education Course | Elective |
| Junior Year | |
| HIS 300-level (U.S.) | HIS 301 |
| SOC 304 | GOV 300-level |
| Culture Course | HIS 300-level |
| Elective | Elective |
| Elective | Elective |

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|--------------------------|---------------|
| Senior Year | |
| HSC 400 | HIS 401 |
| HIS 300-level (non-U.S.) | HSC 485 |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |

Total minimum credit hours: 120

History Minor**Requirements**

The minor in History consists of 18 credit hours of history courses, including HIS 101 and 102. At least six of the remaining 12 credit hours must be at the 300- or 400-level. Please refer to the Minor Programs section of the *Catalog* for further information. ESS 322: History of Sport, may be used to satisfy a minor requirement.

Social Studies with Education Certification

Students who wish to obtain New Hampshire Teacher Certification in Social Studies (grades 5-12) must complete a Bachelor of Arts degree in History, Society, and Culture and a sequence of required courses for education, including a teaching internship. A successful application to the Teacher Preparation Program also is required. Refer to program requirements and suggested registration sequence in the Education section of this *Catalog*.

History Course Offerings**HIS 101 U.S. History to 1877:****The Struggle to Create a Nation****3 credit hours**

This course uses the American Civil War as a lens through which to understand the development of the North American continent from the years 1600 to 1877. Tracing back the origins of this conflict, students explore the social, economic, political, and cultural forces that gave the North and South a common heritage, as well as divergences that brought them to war. Themes in the course include the origin and development of slavery, free-labor capitalism, and abolition, and the way concepts of liberty and slavery influenced the development of the Declaration of Independence, the Constitution, and the subsequent course of race relations in America. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

HIS 102 U.S. History 1877 to the Present:**The Quest for Power and Progress****3 credit hours**

Reunited after the Civil War, the United States experienced rapid and profound changes that transformed it into an industrial giant and a world leader. The challenge of translating into reality the promises of the Declaration of Independence and the Constitution continued as problems from the past and new ones generated by industrial growth sparked great reform movements at home and the nation's new global

leadership encouraged it to attempt similar efforts throughout the world. From the gilded age to the present, this course examines the United States' quest for power and progress at home and abroad. Offered spring.

Exploration Area: History

Arts & Sciences Elective Area IV History

HIS 217 The West and the World I

3 credit hours

This is an introductory survey that examines the emergence of “the West” and its relations with the world from the late medieval ages into eighteenth century, focusing on the Renaissance, Reformation, Scientific Revolution, Enlightenment, and “Age of Discovery” periods. Special attention is given to the emergence of the West, its interaction with such other cultures as the Arab states, China, and the peoples of the New World and how they contributed to the West’s development. The course also considers debates about the meaning and significance of “Western Civilization,” particularly in respect to groups such as women, peasants and workers, and non-Europeans that previously were marginalized by history. Offered fall.

Exploration Area: History

Arts & Sciences Elective Area IV History

HIS 218 The West and the World II

3 credit hours

This is an introductory examination of the development of modern global civilization with its unprecedented unity and yet great local differences formed by the embrace, reworking, and sometimes even rejection of Western culture. From the end of the eighteenth century to the late twentieth century, the course surveys the transformation of the West through successive waves of political, industrial, and social revolutions; how it became a source of global change – for good and ill – through commercial and colonial empires; and worldwide responses to Western power and culture. Topics include revolutions and reform efforts, world wars and efforts at international cooperation, evaluating the legacy of Western colonialism and critiques of Western culture especially from the perspective of historically marginalized groups, and the nature of modern global civilization. Offered spring.

Exploration Area: History

Arts & Sciences Elective Area IV History

HIS 250, 350 Topics in History

3 credit hours

Students are offered the opportunity to study in depth a particular topic in history that is not part of the regularly scheduled course offerings. The topics for each term will be announced before registration.

HIS 295, 395, 495 Independent Study

1-3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

HIS/AME 301 The History of New England:**Regional and Local Studies****3 credit hours**

Exploring methods of historiography, the course examines issues of growth and change in New England regional culture and history. This course focuses particularly on the social, economic, and political events that have affected the region's development as well as the emerging field of regional and local history. Students use the Colby-Sawyer archives extensively. Offered spring of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 307 America in the Cold War Era, 1945-1990**3 credit hours**

How did the Cold War help to create the world in which we live today? This course examines the conflict between the United States and U.S.S.R. in the second half of the twentieth century and how this conflict affected American politics, culture, and society. Topics include the origins of the Cold War, 1950s conformity, McCarthyism, the Civil Rights Movement, Vietnam, the Sixties, liberalism, the rise of conservatism, and the end of the Cold War. Offered fall of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 309 America in the Sixties**3 credit hours**

What were the Sixties really like? This course examines the turbulent 1960s, one of the most significant decades in American history. Using primary and secondary readings, documentary films, and oral history, the course focuses on the social movements of the Sixties (the civil rights movement, the New Left, the counterculture, the peace movement, feminism, environmentalism), the Vietnam War, liberalism and the conservative backlash, and popular culture. Offered fall of even-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 310 From Isolation to Global Policing:**American Foreign Policy, 1776 to the Present****3 credit hours**

The United States' road to global leadership was a twisting one that began with a nation that spurned any "entangling alliances" and only in the mid-twentieth century embraced the role of a world leader – though never without doubts and debate. This course surveys the development of United States foreign relations and diplomacy from the Revolution to the present post-Cold War era. Offered spring of even-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 317 Revolutions and Revolutionaries**3 credit hours**

Our world is the child of revolutions and revolutionaries. The French and English Revolutions created modern politics. The Commercial and Industrial Revolutions spawned a global market economy. Marxism, nationalism, and other ideologies have sparked revolutionary efforts to create new societies. This course explores revolutions and the people who have inspired and led them. Students study the events leading to these upheavals, the new societies that revolutionary governments have created, what changed and what remained the same. Students analyze the ideas and writings that have inspired revolutionary movements. Finally, students

look at revolution as a historiographical issue, examining scholarly debates about the nature and definition of these upheavals and why they occur. *Viva la Revolución!* Offered fall of even-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 319 Modern Mexico

3 credit hours

Americans have important reasons to inform themselves about Mexico. Mexico shares a huge border with the United States. United States-Mexican commerce continues to grow, especially with the NAFTA, making Mexico the nation's third largest trade partner. Numerous Americans visit Mexico as tourists while, every year, thousands of Mexicans immigrate to the United States exercising an increasing – and controversial – impact on politics, the economy, and culture. In this course students become more literate about Mexico, familiarizing themselves with the basic events, people, and ideas that have shaped Mexican culture. But on a deeper level, they study the dynamics of Mexican history and society, asking why the nation has developed as it has and what it might expect in the future. Offered fall of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS 321 Contemporary Europe

3 credit hours

This course is an intensive study of the political, economic, social and cultural history of twentieth century Europe with special emphasis on region from its division and reconstruction at the end of World War II into the present, post-Cold War new order. It compares life in both the East and West. Topics include the post-war economic recovery of Europe, the Sovietization of Eastern Europe, decolonization, the flowering of the welfare state, relations with the United States, and efforts at European unity. Offered fall of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS/CES 323 White Mountain History

3 credit hours

People have been drawn to the White Mountains of New Hampshire since their discovery. They have been revered by native people, explored by European settlers, exploited by timber barons, and 'loved to death' by recreational users. This course uses the White Mountains region as a case study about the manner in which humans and the natural environment interact. Students study the history of the region including the people, communities, political and economic change, as well as the ecological and social effects of our actions. Students learn how the tourism and logging industries forever changed the face of the region and the people who live there. Students uncover the passion with which native and visitor populations continue to fight for this area, and how those battle lines have been set up historically. Students visit the White Mountains region on field trips and engage in a variety of creative assignments designed to integrate an historical framework with a modern ideology. Offered fall even-numbered years.

Prerequisites: WRT 105, one HIS 100- or 200-level course or one ENG 200-level course

HIS 324 The Colonial Experience in the Modern World

3 credit hours

This course examines the development, impact, and experience of modern colonialism from the nineteenth century to the present day. Particular attention is given to the consideration of the reciprocal influences between Western powers and colonized

regions in Africa and Asia. Through class discussion, primary source readings, and written assignments students will examine strategies of resistance, struggles for liberation, the economic, social, and cultural legacy of colonialism. Offered spring of odd-numbered years.

Prerequisite: One 100- or 200-level HIS, HSC or GOV course

HIS/COM 343 War and Truth in America **3 credit hours**

Ranging from the Spanish-American War to the War Against Terrorism, this course surveys history of American military conflicts in the twentieth century, paying particular attention to the way these conflicts were reported by the American news media. The class explores ethical questions raised by war reporting, questions about propaganda, freedom of information, and the limits placed on a free press during times of national crisis. Offered fall of even-numbered years.

Prerequisite: HIS 101 or 102; or COM 203

HIS 480 Teaching Assistantship **1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

History, Society and Culture Course Offerings

**HSC 100 The Detective: Introduction to
History, Society and Culture Studies** **3 credit hours**

Open to all students, this course provides an introduction to the “detective work” necessary to study history, society and culture. It examines the development of these fields from ancient to modern times and their basic approaches and interconnections. It considers epistemological issues such as fact, truth, and inference and also begins introducing the research methods employed by students of history, society and culture: using electronic and published sources to find materials, archives, primary research, annotated bibliographies, and methods of citation. The course shows that a student must become a detective who assembles and analyzes information from many different sources to solve the mysteries of understanding history, society and culture. Offered fall.

**HSC 250, 350 Topics in Eighteenth- and
Nineteenth-Century American History** **3 credit hours**

Students are offered the opportunity to study in depth particular topics in nineteenth century United States history that are not part of the regularly scheduled course offerings. The topics for each term will be announced before registration.

HSC 400 History, Society and Culture Research Methods **3 credit hours**

In order to begin to synthesize their own thinking with existing work, seniors in the HSC program design a research plan that facilitates an original exploration of some theme drawn for history, society and culture studies. Students begin by conducting an extensive review of the literature of their research topic and learn about (and practice) research techniques used in the social sciences such as surveys, archival

research, and oral history interviews. This plan synthesizes their own and existing research and thinking. Students carry out the research plan in HSC 401. Offered fall.

Prerequisites: Major Acceptance in History, Society and Culture, senior standing

HSC 401 Advanced Research Seminar (Capstone) 3 credit hours

Students realize the research project designed in HSC 400 (History, Society, and Culture Research Methods). The final project must make extensive use of primary research and appropriate research methods. A faculty sponsor guides students as they implement the research project they designed, helping them analyze findings and present their conclusions. Formal presentation of the results at the end of the project is required. Offered spring.

Prerequisite: HSC 400

HSC 485 History, Society and Culture Internship 0-6 credit hours

Through this 120 hour (minimum) internship, students gain professional experience in applying the skills and methods associated with the study of history, society, and culture and with career opportunities available to HSC majors. Placements include, but are not limited to, archives and historical societies, museums, law offices, political campaigns, libraries, and public radio. The 120 (minimum) hours required for the HSC major must be completed at a single internship site. Only HSC students not pursuing Social Studies Education Certification must take this course. Students pursuing Social Studies Education Certification take EDU 490. Graded Pass/Fail. Offered fall and spring.

Prerequisites: Pre-internship seminar, department approval, junior standing or above

Humanities

T. KEALY, A. KNISLEY, M. MCMAHON, A.P. STECKER, O. STOREY

HUM 201 Judgment and Belief 3 credit hours

This interdisciplinary course seeks to help students integrate the methods and insights of humanities with programs and issues important to their lives. Readings, screenings, and discussions focus on understanding what it means to be human, developing social values, and finding meaning in one's actions. Emphasis is placed on understanding diverse points of view and making informed and reasoned decisions on issues of fundamental importance. Open to sophomores, juniors, and seniors. Offered fall and spring.

Exploration area: Humanities

HUM 250, 350 Topics in Humanities 1-3 credit hours

Students are offered the opportunity to study in depth a particular topic in the Humanities which is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

HUM 480 Teaching Assistantship 1-3 credit hours

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional

responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of the department chair and instructor

Information Management and Technology

L. MALAN, T. STARK, D. SWANZ, E. WADSWORTH

Information Management and Technology Minor

The Information Management and Technology minor emphasizes the process of the management of information within and among organizations, a process that occurs regardless of an organization's mission. It also provides the student with an understanding of the tools and systems available to manage this information flow. Please refer to the Minor Programs section of the *Catalog* for further information.

Requirements

IMT 201, 202

BUS/IMT 312

BUS/IMT 404

Two additional courses taken from the following, one must be at the 400-level:

BUS 320, 328, 411, 412

COM 308, 310, 316

PSY 308, 460, 470

Course Offerings

IMT 201 Information Technology Foundations **3 credit hours**

The focus of the course is learning about the technology components of IT to have a broad understanding of their application in the use and management of information in organizations. In this way, students are better prepared for the high tech world that impacts the careers and organizations they choose to pursue. Offered fall.

Prerequisite: CIS 105

IMT 202 Introduction to Information Systems **3 credit hours**

Information systems are critical to achieving an organization's goals. Information and the technology that manipulates the underlying data have become major organizational assets that must be understood and managed; and the reliance on such systems is expected to increase in the future. This course is designed to address the demand for knowledgeable professionals in an ever-increasing technology based world. The course concentrates on the flow of information through an organization, using the tools of systems analysis and design. The course introduces conceptual design, physical design, and logical considerations for information systems. After developing a series of generic models, the course moves on to systems development, introducing project management tools that span the process from system selection through implementation and maintenance. Emphasis is placed on understanding user needs in a variety of environments, and on using technology to access and resolve the data required to meet those needs. Offered spring.

Prerequisite: IMT 201

IMT/BUS 312 Business Applications of the Computer **3 credit hours**

Students learn to use the computer in analysis and decision-making. This class uses Microsoft Excel in business applications utilizing spreadsheets, graphing, data analysis, and macro development. By using software applications to create data tables, budgets, and financial statements, students develop the ability to make use of applications common to business and organization needs encountered on the job. Offered fall and spring.

Prerequisite: CIS 105

IMT/BUS 404 Improving Management Decision Making **3 credit hours**

Managers make decisions all the time. Some decisions are routine, but others have major implications for their organizations. How do managers improve the quality of their decision making by using quantitative data and computer technology? This course concentrates on the quantitative dimension of decision making. Students use Excel, SPSS, and other computer application software to analyze data. The course addresses optimization problems, trends, prediction, statistical analysis, and other methods for improving the quality of decisions. The course also requires students to read and interpret empirical research studies. This is a practical, hands-on course that prepares students to use and to interpret quantitative information. Offered fall.

Prerequisites: BUS 312, MAT 220

Interdisciplinary Studies

INT 285 Interdisciplinary Internship **0-3 credit hours**

This interdisciplinary internship is designed to provide students an opportunity to explore occupational areas of interest before committing to a major field of study or to link their field of study to other academic or occupational areas. The internship can be completed in a variety of private or public settings and would require students to draw correlations between various academic areas and learning objectives of the internship experience. Students may choose faculty sponsors from the academic discipline that most closely relates to their individual experiences. Graded Pass/Fail. Offered fall, spring, and summer.

Prerequisite: Pre-internship seminar, department approval

Mathematics

S. KILIC-BAHI, L. CLARK, K-H. LEE

MAT 122 Topics in Liberal Arts Math **3 credit hours**

In this course, students investigate a variety of mathematical topics and explore the relationship between these topics and being a well-informed citizen in today's society. Topics include logic, the mathematics of finance (compound interest and loan repayments), the application of statistical reasoning, probability, and game theory. Other topics may be included according to the interests of the students and instructor. The emphasis in this course is not on proofs and derivations. The emphasis is on reasoning skills and the meaning and importance of these topics in society and daily life. Offered fall and spring.

MAT 123 College Algebra**3 credit hours**

This course features a contemporary approach to algebra and focuses on using algebra for modeling realistic situations. The course concentrates on the concepts of variable and function, with an emphasis on the behavior of linear, quadratic, rational and exponential functions, as well as on solving related equations. Offered fall and spring.

MAT 212 Pre-Calculus**3 credit hours**

Designed for those students who have successfully completed a high school course in algebra, this course builds on the concept of a function and its applications. It emphasizes a numerical approach and incorporates computing technology to facilitate the analysis of polynomial, rational, logarithmic, and trigonometric functions, and their applications. Preparation for the concepts of calculus is an integral component. Offered fall and spring.

MAT 220 Introduction to Statistics**3 credit hours**

This course provides a modern overview of the field of statistics. Gathering useful and accurate numerical information is vital to statistical studies. Students examine the important concepts of sampling, experimentation, and measurement. Analyzing numerical information is equally vital in statistics. Students examine measures of central tendency and variation, the normal curve, and correlation. Students study formal statistical reasoning, including confidence intervals, hypothesis testing, and occasionally use statistical software, to help analyze numerical data. Offered fall and spring.

MAT 221 Calculus I**3 credit hours**

Calculus involves the study of how quantities change. The ideas of infinity, limits, and continuity are developed, leading to the concept of the derivative of a function: its instantaneous rate of change. The process of differentiation is then applied to the study of motion, optimization, and other areas. Offered fall.

Prerequisite: MAT 212

MAT 222 Calculus II**3 credit hours**

This course focuses on the integral calculus as an extension of the differential calculus that is introduced in MAT 221, Calculus I. Topics include differential equations, techniques of integration, and applications thereof. Offered spring.

Prerequisite: MAT 221

MAT 250, 350, 450 Topics in Mathematics**1-3 credit hours**

Faculty may offer courses in mathematics that are not regularly scheduled. Course descriptions will be available with registration material.

MAT 295, 395, 495 Independent Study**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Natural Sciences Department. May be repeated for credit. Offered fall and spring.

Prerequisite: MAT 220 or 221, permission of the department

MAT 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

Modern Languages

M. HAMPTON, D. HILL

The purpose of the modern language offerings is to give interested students, at various proficiency levels, the opportunity to receive instruction.

Courses at the 100-level are designed to introduce students to basic vocabulary, grammatical rules, and conversational skills. The 200-level fosters further vocabulary development and exposure to literature in the language studied. These intermediate level courses are normally conducted in the language. Independent Study courses are offered at the 300-level. They are conducted in the language and provide an intense exposure to works that deal with a particular period or a particular theme or problem.

Language faculty (in consultation with the department chair) determine course placement in beginning and intermediate courses. For information about the English as a Secondary Language curriculum, refer to the relevant section of this *Catalog*.

French Course Offerings

FRE 101, 102 Elementary French**3 credit hours each**

These courses are an introduction to spoken and written French. Students engage in active practice speaking and understanding French in class. Assignments include written exercises, easy reading materials and taped drills. FRE 102 stresses language drills, vocabulary review, and classroom practice of spoken French. FRE 101 offered fall; FRE 102 offered spring.

Prerequisite: For FRE 102: FRE 101 or permission of the instructor

FRE 203, 204 Intermediate French**3 credit hours each**

These courses continue the development of speaking and writing skills. Written exercises stress grammar and vocabulary. Classes include language drills and discussion of current French culture. FRE 203 offered fall; FRE 204 offered spring.

Prerequisite: For FRE 203: FRE 102 or permission of instructor

For FRE 204: FRE 203 or permission of instructor

FRE 250, 350 Topics in French**1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in French that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

Prerequisite: FRE 204 or permission of the Humanities Department

FRE 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

Spanish Course Offerings**SPA 101, 102 Elementary Spanish****3 credit hours**

These courses provide a study of the fundamentals of pronunciation and structure of Spanish. Objectives include the ability to understand the spoken language, to speak simply and correctly, and to read and write simple material. SPA 101 offered fall; SPA 102 offered spring.

Prerequisite: For SPA 102: SPA 101 or permission of instructor

SPA 203, 204 Intermediate Spanish**3 credit hours each**

These courses review and extend the fundamentals of pronunciation and structure and augment the comprehension and use of current everyday language. They increase the knowledge and appreciation of Spanish culture by means of intensive reading, class discussion, and related activities. SPA 203 offered fall; SPA 204 offered spring.

Prerequisite: For SPA 203: SPA 102 or permission of instructor

For SPA 204: SPA 203 or permission of instructor

SPA 250, 350 Topics in Spanish**1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in Spanish which is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

Music

L. CAMPBELL, M. CIVIELLO, D. DENISTON, G. ROBINSON, N. STARK, J. TWOMBLY

A variety of applied music activities are open to all students: applied lessons, music master classes, and performance ensemble work. Credit is given for piano, voice, or other applied music, subject to approval by the department. See the Financial Information section of this *Catalog* for the Applied Music fees.

- One-hour lesson and nine hours of practice per week carry 3 credit hours
- One 45-minute lesson and five hours of practice per week carry 2 credit hours
- One 30-minute lesson and five hours of practice per week carry 1 credit hour

Course Offerings**MUS 103 Music Appreciation****3 credit hours**

This music survey course explores contemporary to ancient music styles. Students become acquainted with the historical periods, genres, and styles of music and with elements of the musical art such as melody, harmony, lecture form, and notation.

Each genre is studied in terms of structure, style, cultural context, and meaning by developing specific techniques of interpretation. Offered spring.

Exploration Area: Fine and Performing Arts

Arts & Sciences Elective Area I

**MUS 110, 210, 310, 410 Applied Music: Piano, Voice,
Winds, Strings, and Percussion** 1-3 credit hours

Individual instruction is offered to facilitate the development and technical abilities required on a given instrument. Students may select from the following: piano, voice, flute, violin, cello, guitar, and drums. (Level dependent on ability. Audition may be required). See the Financial Information section of this *Catalog* for Applied Music fees. May be repeated for credit. Offered fall and spring.

MUS 131 Colby-Sawyer College Singers 1 credit hour

The Colby-Sawyer College chorus is open to all members of the student body as an opportunity for musical expression. The chorus presents performances of choral literature ranging from madrigals and choral masterworks to folk songs, contemporary music, and excerpts from musicals. May be repeated for credit. Offered fall and spring.

MUS 251, 351, 451 Ensemble Module 1 credit hour

This course brings together a variety of singers and instrumentalists and gives them an opportunity to accompany each other and to perform music at the college level and in the community. The level is dependent upon musical expertise of student. Graded Pass/Fail. See the Financial Information section of this *Catalog* for Ensemble Module fee. Offered fall and spring.

Nursing

L. AYERS, S. GOLDBERG, J. HUBER, J. JOY-CLARK, C. LORING, R. VEBELL

Bachelor of Science: Nursing

The philosophy of the Department of Nursing is summarized by the following statement: *Nursing is the care of persons who are experiencing or can be expected to experience variations in health and the tending of the entire environment in which care occurs.* A full description of the philosophy can be found in the *Manual for Nursing Majors*.

Mission Statement

The program leading to a Bachelor of Science degree with a major in Nursing (B.S.) integrates knowledge from the liberal arts and sciences with professional education. Students are afforded the educational and clinical opportunities that help to prepare them to take the National Council Licensure Examination (NCLEX) for Registered Nurses, to assume entry-level positions in professional nursing, and to enroll in graduate studies in nursing. It is expected that graduates will practice in a variety of settings as they serve persons from diverse backgrounds in need of health care and form partnerships with professionals in other disciplines.

In addition to a liberal education, the core components of the program in Nursing include the competencies and knowledge essential to basic nursing practice, the values of the healing professions, and the development of the professional role of the nurse.

Upon completion of degree requirements, students are able to:

- exemplify the characteristics and values of a caring professional
- communicate effectively in writing and orally with individuals and families of diverse backgrounds and with colleagues in other professional disciplines
- think critically for the purposes of exercising clinical judgment and making ethical decisions
- practice clinical nursing using the core competencies and knowledge that underlie state and national standards of basic practice
- perform the professional nursing roles that serve the health care interests of the public.

Colby-Sawyer College is a member of the American Association of Colleges of Nursing. The Nursing Program is accredited by the Commission on Collegiate Nursing Education (2002–2012) and fully approved by the New Hampshire Board of Nursing (2003–2008).

Academic Policies

The *Manual for Nursing Majors* includes the philosophy of the Department of Nursing and a complete description of the Department's academic and clinical policies. The *Manual* is available on the college's Web site. Students are admitted to the College and then accepted into the nursing major during their sophomore year. Students must demonstrate competence in both the classroom and clinical/lab components of the nursing courses in order to progress in the major.

Students who do not demonstrate competence in the clinical component of a course receive a final grade of F for the course, regardless of their performance in the classroom. Students who fail a nursing course based on either their clinical or classroom performance must successfully repeat both the classroom and clinical components of the course before they can progress in the major. Students who repeat a clinical nursing course must receive permission from the chair of the department to do so. Students may repeat only one NUR course, and may do so only one time. The nursing faculty reserves the right to require withdrawal of any student whose health, conduct, or academic standing makes it unsafe for the student to remain in a nursing course or in a clinical setting. For more information on performance standards and reasonable accommodations, consult the *Manual for Nursing Majors*.

Clinical Internships

In the nursing program, internships are the clinical component of nursing courses. Clinical internships are taught by nursing faculty, who are responsible for assisting students in the integration of theory and practice in a clinical setting. Clinical internships also include a community-practice module, during which students rotate out of the hospital to work one-on-one with a nurse in a community setting. During spring of the senior year, students do a clinical preceptorship, working one-on-one with a nurse-preceptor in a clinical setting under the guidance of nursing faculty. During the senior year, students also develop and implement a community practice project, addressing a health care need they have identified in a neighboring community.

Colby-Sawyer College is fortunate to offer its students internships in a variety of inpatient and community settings. The Department of Nursing has relationships with

Dartmouth-Hitchcock Medical Center, New London Hospital, Concord Hospital, Alice Peck Day Hospital, Lake Sunapee Region Visiting Nurse Association, the Visiting Nurse Alliance of Vermont and New Hampshire, Inc., and New Hampshire area schools in addition to other health and human services organizations.

Requirements

Liberal education requirements

BIO 106, 205, 206, 207

MAT 220

SCI 201

PSY 101, 240

PHI 305

SOC 101, 203

NUR 203, 230, 305, 307, 309, 332, 334, 336, 405, 407, 408, 442;

NCLEX prep (no credit); completed portfolio

A minimum grade of C (2.0) is required in BIO 106, 205, 206, and 207 and in SCI 201 before enrolling in 300-level Nursing courses. A minimum grade of C (2.0) is required in all Nursing (NUR) courses. Students who receive a grade of C- (1.7) or below must repeat the course successfully before progressing. For further explanation of policies regarding progress in the major, please see the *Manual for Nursing Majors*.

Major Acceptance

Major Acceptance into the nursing program occurs in the spring of the sophomore year. The deadline for submission of material is April 1. The criteria for acceptance and the decision process are explained in the *Manual for Nursing Majors*. Students must submit the Major Acceptance Application Form, two letters of recommendation, and a one-page self-evaluation. Students must have a minimum cumulative GPA of 2.5 and a grade of C (2.0) or above in the following courses for formal acceptance into the Nursing major:

BIO 106, 205, 206

CIS 105

PSY 101

SOC 101

NUR 203

Note: Nursing students may repeat only one required science course (BIO 106, 205, 206, 207; SCI 201), and may do so only one time. Students who have repeated more than one of these courses will not be accepted into the major.

Transfer Students

Transfer students into the Nursing Program are welcome at Colby-Sawyer College. Students with prior nursing education are evaluated on an individual basis, and a plan of study is developed that builds on previous learning while being sure the student is fully incorporated into the program while at the college. Transfer credit for nursing course(s) taken at another institution is awarded either by course comparison or examination. Transfer students are asked to supply copies of course descriptions from the catalogs and/or syllabi of the institution(s) from which they wish to transfer credit. All courses must transfer with a grade of C (2.0) or better. Further information is available from the Department of Nursing and the college registrar.

Suggested Registration

The Nursing Program courses are designed to be taken in sequence, beginning with NUR 203 and ending with NUR 442. Students should expect to spend a minimum of six semesters completing the NUR sequence.

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|---------------------------|
| First Year | |
| WRT 105 | CIS 105 |
| BIO 106 | SOC 101 |
| PSY 101 | BIO 205 |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| BIO 206 | BIO 207 |
| NUR 203 | NUR 230 |
| SOC 203 | SCI 201 |
| PSY 240 | Sophomore Pathway Seminar |
| Liberal Education Course | |
| Junior Year | |
| NUR 305 | NUR 332 |
| NUR 307 | NUR 334 |
| NUR 309 | NUR 336 |
| MAT 220 | Liberal Education Course |
| Senior Year | |
| NUR 405 | NUR 408 |
| NUR 407 | NUR 442 |
| PHI 305 | NCLEX prep (no credit) |
| Elective* | Elective* |

* It is recommended that students take two free electives, but it is not required.

Total credit hours: 120 minimum

Course Offerings

Interpreting NUR credits:

Total credit hours (class credits.clinical credits.lab credits)

NUR 203 Introduction to Professional Nursing **3 credit hours (3.0.0)**

This non-clinical course introduces the basic concepts that are incorporated throughout the nursing curriculum. Topics include current practice issues in professional nursing and health care; therapeutic communication; principles of patient teaching; the biopsychosocial model of health and Gordon's health patterns; and the nursing process and critical thinking on which clinical judgment is based. Offered fall.

Exploration Area: Wellness

NUR 230 Health Assessment and Nursing Skills **6 credit hours (3.2.1)**

This clinical course introduces the role of provider of nursing care, with a focus on promotion of health and normative aging in individuals in residential and community care. Topics include assessment of the biopsychosocial and spiritual needs of the

client, physical examination skills, basic nursing care skills, therapeutic nursing interventions, nursing care plans, medication administration, therapeutic communication, and nursing documentation. Students practice physical assessment skills on each other in the lab setting under the guidance of nursing faculty. Community-based practice modules allow students to participate in the hands on care of elders. Offered spring.

Prerequisites: NUR 203; BIO 205, 206

NUR 305 Nursing Practice: Family Health **8 credit hours (4.4.0)**

This clinical course introduces the role of care provider for families experiencing normative childbearing and childrearing and for children who require restorative care. Topics include prenatal, child, and family development; reproductive health; labor and birth; nursing interventions with children; and the management of common childhood illnesses. The community-based practice module includes assessment of adaptation of the newborn family at home and children's school health with a community mentor. Offered fall.

Prerequisite: NUR 230

NUR 307 Pharmacology **3 credit hours (3.0.0)**

This non-clinical course focuses on the pharmacological knowledge necessary for safe practice, including legal responsibilities. Drug classifications are examined as they are related to each physiological system. This course is open to non-nursing majors. Offered fall.

Prerequisites: BIO 106, 205, 206

NUR 309 Community-Based Nursing Care **2 credit hours (2.0.0)**

This non-clinical course introduces the concepts of community-based nursing care. The focus is on the community as the client and also as the context of care for individuals and families. Topics include family-centered care, culture, community and health care systems, vulnerable populations in the community (elders and the developmentally disabled), public health and community health issues (alcoholism, communicable diseases, domestic violence, sexual abuse, and suicide), and epidemiology. This course is open to non-nursing majors. Offered fall.

Prerequisites: PSY 101; SOC 101

NUR 332 Nursing Practice: Care of the Adult I **7 credit hours (5.2.0)**

In this clinical course, students provide restorative care for adults in an acute care setting and begin to develop skills in the management of care for adults and their families. Topics include pathophysiology of disease, therapeutic nursing interventions with acute manifestations of diseases in major organ systems (cardiac, pulmonary, endocrine, gastrointestinal, neuro, and musculoskeletal), fluid/electrolyte balances, perioperative care, health promotion, and prevention in chronic disease. The community-based practice module includes assessment of self-care capacity, adaptation to chronic illness, and depression/dementia in adults with a community mentor. Offered spring.

Prerequisites: NUR 305, 307, 309

NUR 334 Nursing Practice: Mental Health Nursing **4 credit hours (2.2.0)**

In this clinical course, students provide restorative care for adults with psychiatric illness in an inpatient setting and develop skills in the assessment and management of

mental health for adults and their families. Topics include psychiatric illnesses (depression, schizophrenia, anxiety, and post-traumatic stress syndrome), therapeutic interventions and communication skills, psychotropic medications, coping, crisis intervention, and special populations (children with attention deficit disorder and attention deficit hyperactivity disorder). Community-based practice module: assessment of self-care capacity and adaptation to chronic illness and depression/dementia in adults with a community mentor. Offered spring.

Prerequisites: NUR 305, 307, 309

NUR 336 Healthcare Research and Policy **3 credit hours (3.0.0)**

This non-clinical course focuses on evidence-based practice. Students identify a clinical problem, review sources of evidence, and develop a policy statement or program objectives to address the problem. Topics include the research process, literature critique and review, the Clinical Value Compass and models of continuous quality improvement, and policy development. This course is open to non-nursing majors. Offered spring.

Prerequisite: MAT 220

NUR 405 Nursing Practice: Care of the Adult II **7 credit hours (4.3.0)**

In this clinical course, the students provide and manage restorative care for adults with complex needs and their families in an acute care setting and in home care. Topics include pathophysiology and acute complications of disease, therapeutic nursing interventions in multi-system organ failure, shock, burns, interpretation of cardiac arrhythmias, fluid/electrolyte imbalances, palliative care, pain management, hospice, and discharge planning. Community-based practice module: home care of adults with nursing faculty. Offered fall.

Prerequisites: NUR 332, 334, 336

NUR 407 Community Capstone I **3 credit hours (2.1.0)**

In this clinical course, the focus is on the community as client. The nursing role includes provider, manager, and coordinator of care for individuals, families, and communities. Nursing care includes planning health promotion through normative transitions across the lifespan, prevention of events that compromise health, and management and maintenance of optimal health for persons with chronic illness and disability. Course emphasis is on assessment and planning of nursing care for select aggregates and communities and utilizing community health indicators in collaboration with community partners. Students work with community mentors to identify and plan interventions based on the capacities of the community and the nursing program and meet weekly for clinical seminar. Offered fall.

Prerequisites: NUR 332, 334, 336

NUR 408 Community Capstone II **2 credit hours (1.1.0)**

In this clinical course, students continue to work in select communities with a community mentor to implement and evaluate the interventions they designed in Community Capstone I. There is a greater focus on the coordination of care and the leadership role of nurses in the community. Topics include cultural influences on the health of communities, roles of human service organizations, interdisciplinary collaboration, occupational health nursing, public safety/disaster management, and evaluation methods. Weekly clinical seminar meetings allow students to benefit from

each other's experiences. Student projects/interventions are presented to a group jointly identified by student, faculty, and community mentors. Offered spring.

Prerequisites: NUR 405, 407

NUR 442 Clinical Capstone:

Nursing Management of Patient Care

10 credit hours (2.8.0)

In this clinical course, students provide and coordinate complex restorative nursing care to acutely ill individuals and their families in the hospital setting. Students work under the guidance of a clinical mentor to achieve competence in providing safe, effective nursing care at a novice level. Students explore professional issues and roles to develop management and leadership skills as they assume a professional role. Topics include management of nursing care, nursing leaders/leadership, role development, and career management. Weekly clinical seminars provide opportunities for analysis and evaluation of therapeutic nursing interventions and professional role. Offered spring.

Prerequisite: NUR 405, 407

NUR 495 Independent Study in Nursing

1-3 credit hours

Qualified students may develop independent study courses in particular topics not ordinarily offered by the Department. Each independent course is developed under the direction of a member of the Department of Nursing. May not be used to meet a major requirement. Offered spring and fall.

Prerequisites: NUR 332, 334, 336

NCLEX Preparation

No credit

Students develop and implement a study plan during the spring of the senior year in preparation for the NCLEX exam. They take a diagnostic computerized comprehensive exam, use NCLEX simulation software to practice test questions, and meet regularly with faculty as part of their preparation.

Pathway

P. ANDERSON, L. BARNETT, L. BATALDEN, D. BERGHORN, G. BLISS, J. CARROLL,
C. COOLIDGE, J. ECKRICH, J. EWING, L. GARRIOCH, R. HANSON, J. JACOBS, T. KEALY,
J. KEENAN, A. KNISLEY, R. MEDBERY, A. QUINN, B. ROSS, A.P. STECKER, B. THOMAS

The Pathway program provides the foundation for the liberal education program at Colby-Sawyer College. The goal of the Pathway is to introduce students to the demands and pleasures of rigorous intellectual endeavors and help them develop good habits of the mind. Each Pathway has an interdisciplinary theme that defines the First Year Seminar, the Pathway's three Stepping Stone courses, and the Sophomore Seminar. Pathway professors and peer mentors strive to help students develop their full potential and achieve the learning outcomes of the college. While each Pathway has its own theme and pursues the education goals of the college's liberal education program in its own manner, all Pathways share certain characteristic features:

- Students learn how to formulate important, illuminating questions, then to answer them using information drawn over time from a diversity of sources.

- The central theme is developed through multiple media approaches and with an emphasis on historical context.
- There are extensive and intensive opportunities for students to develop their skills in reading, writing, and oral communication throughout the two-year curriculum.

PTH 101 First Year Seminar**3 credit hours**

In the first semester of a student's study at the college, the college offers a variety of First Year Pathway Seminars, which are theme-based and interdisciplinary. The goals of the first year seminar are:

- to introduce students to the demands and pleasures of rigorous intellectual endeavors and to develop good habits of the mind necessary for college level work.
- to develop students' ability to work collaboratively in a community of co-learners.
- to help students appreciate the interconnectedness of knowledge from different disciplines across the breadth of human experience.
- to help each student achieve the clarity and perspective to choose an area of concentration while gaining the tools and experience to carry out upper level study.

Students who do not earn a passing grade in PTH 101: First Year Seminar, must enroll and successfully complete another First Year Seminar as soon as one is offered. Students must also successfully complete the three Stepping Stone courses before or during the semester in which they enroll in PTH 201: Sophomore Seminar.

The First Year Seminar courses are offered fall semester. A complete list of this year's Pathway and Stepping Stone courses appears below.

PTH 201 Sophomore Seminar**3 credit hours**

The development of basic skills begun in the First Year Seminar continues and intensifies in the Sophomore Seminar. Students' ability to view material from multiple perspectives is evident in all aspects of their work as they construct and demonstrate an in-depth understanding of the Pathway theme. The Sophomore Seminar concludes with an integrated, collaborative investigational project that culminates the Pathway learning experience. Work done in the sophomore seminar reflects students' growing ability to apply the Colby-Sawyer learning outcomes to their own educational experiences; thus, the seminar includes a written essay in which students reflect on the meaning of the learning outcomes and how they have made progress toward achieving them. Offered spring.

PTH 380 Pathway Peer Mentor**1-3 credit hours**

A Pathway Peer Mentor is a sophomore, junior, or senior who works with a faculty member to provide new students at the college with a unique educational experience in the First Year Seminar or the Sophomore Seminar. The Peer Mentor will serve as a more experienced co-learner in the Pathway and provide first year or sophomore Pathway students with guidance and information to help them address their academic and social adaptation needs. May be repeated for up to a total of three credits. Offered fall and spring.

Pathways and Stepping Stones Offered Fall 2004:

PTH 101A On The Road: Personal and Cultural Journeys in American Culture

3 credit hours

This Pathway will explore the significance of journeys and journeying in the United States and the roles they have played in shaping individuals, defining historical periods, and creating an important cultural identity. Throughout our investigation, we will consider how journeying has affected both those involved in them, as well as contributing to our overall understanding of the social and cultural roles journeys have played throughout American history.

In the First Year Seminar, we will explore some key historical journeys, such as those made by 17th century explorers and 19th century pioneers as well as Native Americans forced to relocate and Depression-era families searching for better prospects. We will consider a series of specific individual journeys, as recorded in journals and autobiographies, presented in film and fiction, and reflected in works of music and art.

In the Sophomore Seminar, we will explore the roles journeys have played in your life and the ways journeys are being defined, experienced, and portrayed, both conventionally and unconventionally, in the 21st Century.

Stepping Stones Options: AME 201 or HIS 102; CES 201 or 202; ENG 248 or 249; REL 100 or 101; SOC 101

PTH 101B Money and the Meaning of Life

3 credit hours

In this Pathway, we will learn about and discuss definitions of money and its history; how the idea and the reality of money play a role in diverse human affairs, from the personal to the international; and the students' own views about money. Because money-economies have gradually taken over the globe, we will think about how money can both join and separate people, and can both improve and diminish quality of life. We will be careful to distinguish the presence of money per se from the presence of poverty and wealth, and will consider whether the existence of money necessitates gaps between rich and poor.

Students will leave the First Year Seminar equipped with some background historical and theoretical knowledge and some rich specific questions. The Sophomore Seminar will provide a forum to demonstrate what you have learned and to learn from each other about money and the meaning of life.

Stepping Stones Options: ECO 101 or 102; HIS 217 or 218; PHI 100; REL 100 or 101; SOC 101

PTH 101C Introduction to College Honors: The Coming-of-Age Narrative

3 credit hours

This Pathway will explore and analyze the conventions and relevance of the *bildungsroman* or coming-of-age narrative for entering college honors students. It undertakes as a central goal establishing what it means to be an honors student, what it means to contribute to the scholarly community at Colby-Sawyer College for four years. We will ask questions about cultural rites of passage and consider whether cultural practices enable or inhibit individual ideas about self-expression and coming of age. We will also explore what it may mean for a society or culture to come of age.

In the First Year Seminar, we will explore coming of age from a variety of cultural perspectives and examine the relationship of the individual to the larger com-

munity. We constantly will be framing and reframing questions about individual experience and the obstacles or support provided by cultural frameworks and expectations. In the Sophomore Seminar, we will return to our questions about rites of passage, deepening questions about who and what comes of age, and engaging in more independent research.

Note: This Pathway is for Honors students

Stepping Stones Options: BIO 106 or BIO/CES107; COM 203; ENG 248; HIS 217 or 218; PHI 213

PTH 101D Freedom and Fear: Living the First Amendment 3 credit hours

In this Pathway, we will explore the freedoms granted in the Constitution's first amendment: freedom of speech, religion, press, assembly, and petition. In times of social threats, the rights of individuals are often suppressed. We will read about the ways in which people whose freedoms were taken away have challenged the laws. Students will think about the importance of these freedoms in their lives.

In the First Year Seminar, we will focus on individual fights for freedom, while the Sophomore Seminar we will focus on the Constitutional history and Supreme Court decisions that have defined freedom in American culture.

Stepping Stone Options: ART 100; COM 203 or 209; HIS 101 or 102; REL 100 or 101; SOC 101

PTH 101E Animals in Culture and Nature 3 credit hours

From cave paintings to beloved pets, animals have always been an integral part of the human experience. Humans use animals as symbols, science, food, clothing, companions, helpers, commodities, and necessities of existence. Animals are everywhere in our lives, yet we often fail to recognize the vital roles they play. In this Pathway we will explore the complex interrelationships between human cultures and animal life. We will challenge our assumptions about the human/animal divide and arrive at new self-understanding by studying animals through psychology, science, art, literature, and philosophy.

In the First Year Seminar, we will explore broad issues of human/animal interaction. Students will develop their own questions related to the role and representation of animals in culture. The Sophomore Seminar will provide alternative theoretical viewpoints for the questions undertaken.

Stepping Stones Options: ART 201 or 202; BIO 106 or BIO/CES 107; ENG/CES 215 or ENG 263; HIS 101 or 102; PSY 101 or SOC 101

PTH 101F Art in the Landscape/Landscape as Art 3 credit hours

The relationship between architecture, landscape architecture, and art in the landscape has a history of its own and the lines between the different disciplines are intertwined and at times have become one entity. Works like those of architect Frank Lloyd Wright and landscape architect James Rose are good examples of architecture, landscape architecture and art merging into whole concepts. In this Pathway, we will explore the history of sculpture from the point at which the base was abandoned and content became more than the presentation of a beautiful object for audience consumption. We will also learn how landscape design emerged out of the works of talented amateur gardeners and the curriculum of architecture studies to become its own respected discipline.

In the First Year Seminar, we will explore the basic elements of design, and learn the vocabulary necessary for the understanding of sculptural form and landscape design, thus discovering the first layer of commonalities of vision between the two disciplines. Students will develop a group of Enduring Understandings for the study of art in the landscape and landscape as art. In the Sophomore Seminar, we will review the Enduring Understandings to develop additional areas of inquiry on such topics as the politics and protocols of creating art in the landscape, public art-parks, malls, cemeteries, monuments and memorials, and gardens and landscape as art-botanical legends, environmental issues, social and political histories, and time.

Stepping Stones Options: ART 125 or 201 or 202; BUS/CES 116 or BUS 115 or EDU 201; CES 202; HIS 102, SCI 120 or 130

PTH 101G Catharsis: A Theatrical Journey

3 credit hours

Theatre is art and art reflects life. Understanding the aims of the theatre experience will help us understand life and our own experiences. Theatre will be explored through historical study, reading and seeing plays, writing critical responses, and participating in acting exercises and scene work. Students will be encouraged to think critically about the nature and history of theatre and think creatively by participating in acting exercises.

The First Year Seminar will be organized around the belief that “if you can do theatre, you can do anything.” Students will work with each other to develop scenes from plays and to communicate a unified presentation. In the Sophomore Seminar, students will write a play that is an expression of their academic experience.

Stepping Stones Options: BIO/CES 107; BUS 115 or BUS/CES 116; PHI 100; PSY 101; WRT 201

PTH 101I Society’s Unseen Influences: Infectious Diseases

3 credit hours

This Pathway will engage students in a sustained study of the interaction of disease and society. Students will come to use their knowledge of past human experience to address a current disease issue and to propose strategies to mitigate the adverse impact of a microorganism-caused disease condition on society as a whole.

The First Year Seminar will allow us to investigate and uncover the complex, and sometimes surprising, relationship between contagious disease and society. We will reflect on the relationship of disease to social reform, art and literature, popular culture, laws and police powers, scientific inquiry, government, the public health movement, and the environment. In the Sophomore Seminar, we will focus on how we might apply the lessons learned from the past to current issues such as HIV/AIDS, biological warfare/terrorism, and the threat of emerging diseases, such as Ebola.

Stepping Stones Options: BIO 106; ECO 101; GOV 100; HIS 218; PHI 100 or 213

PTH 101J Rituals, Excellence, and Challenges:

The Ancient and Modern Games

3 credit hours

In this Pathway, we will examine the Ancient and Modern Olympic Games from interdisciplinary perspectives. We will explore the rich history of the Ancient Games and other athletic contests of the time through the mythology, literature, and art of the period as well as the artifacts and ruins found at Olympia and throughout Greece. We will highlight the intersection of elite sport with international politics, national identity, organizational structures, corporate opportunities, ethical behavior, and cul-

tural symbols and rituals in the analysis of the Modern Games.

In the First Year Seminar, we will focus on an historical analysis of the Games. The origin and evolution of the Ancient and Modern Games will be studied, as will the cultural influences in both eras. In the Sophomore Seminar, we will focus on the Games from organizational, political, commercial, and ethical perspectives as well as the reform movements throughout history. We will review awareness and struggles for inclusion of traditionally excluded populations through a study of the Paralympics, Special Olympics, and Gay Games.

Stepping Stones Options: BUS 115 or BUS/CES 116; COM 203; GOV 100 or COM 212; ESS 100 or SCI 201; PHI 213 or WST/PHI 111

PTH 101K Interior Dialogues: Our Search for Values **3 credit hours**

We hear so many voices in our heads: our church, our teachers, our families, our friends, the news, a song, the movies. Which ones do we listen to? Which ones should we listen to? How do we reconcile the conflict if they tell us different things? This Pathway will help students to begin to answer these questions, to become the author of their own belief systems, to explore new beliefs and ideas, and to think about how to address beliefs that are different from their own.

The goals of the First Year Seminar and the Sophomore Seminar are to help students to understand the nature of belief and to learn how to construct their own values and beliefs.

Stepping Stones Options: ENG 248 or 249; ESS 100 or PSY 214; HIS 101 or 102; PHI/REL 205 or PHI 213; SOC 101

PTH 101L Crossroads: The Quest for Contemporary Rites of Passage **3 credit hours**

This Pathway explores the power of formal and informal rites around the world and within America that ease or impede the intricate passage from childhood into adulthood. Not every passage is a rite of passage. We endure passages, but enact rites. Specifically, a “rite of passage” describes any ritual that marks or induces a change in an individual’s social position. This Pathway seeks to explore the mysteries, struggles, and rites that surround the coming of age. Students will have the opportunity to explore their own meanings and values that surround entrance into adulthood as well as those of society, the family, and different religious groups.

The First Year Seminar explores theories of anthropology, literature and art, psychology and sociology in an examination of the moment at which a person comes of age. At the completion of the Sophomore Seminar, students will be able to critically examine and articulate their own and others’ views on the emotional transition from childhood to adulthood.

Stepping Stones Options: ENG 263 or PHI/REL 205; ESS 100; PHI/WST 111; PSY 221; SOC 101

PTH 101M Revelations, Revolutions, and Reconstruction: The Nature of Change **3 credit hours**

This Pathway examines the inevitable process of change. Students investigate how change happens, why it happens, the impact change has on the individual and society, and how liberally educated adults think about and react to change in a continually changing world.

In the First Year Seminar, we will use literature to focus on the nature of change in three arenas: individual change, family change, and community change. Students will begin to examine change processes (revelations, revolutions, and reconstructions) as they relate to the individual, the family, and the community. The Sophomore Seminar will use nonfiction texts to extend the study of change to a broader societal focus.

Stepping Stones Options: ART 201 or 202; BUS 115 or BUS/CES 116; HIS 217 or 218; PHI/WST 111; SCI 120

PTH 101N Outsiders: Marginality, Social Change, and Social Justice

3 credit hours

This Pathway explores how individuals or groups who are viewed as outsiders in society respond and, in many cases, act to change the world in which they live. We will study the experiences of individuals who, at various times, have clashed with powerful institutions; the immigrant experience, both historically and in the present; and the experiences of people whose lifestyles are often viewed as being on the margins of their communities. We will come to understand the processes that label people as outsiders, the impact of such labeling, and how outsiders change the worlds in which they live.

In the First Year Seminar, we will use autobiographical and biographical works to raise questions about marginalization, social power, and social change. In the Sophomore Seminar, we will focus on broader issues related to the extension of human rights to outsiders by studying the immigrant and refugee experiences, at least one international ethnic or religious conflict, and a social movement.

Stepping Stones Options: AME 201 or PHI 100; COM 212 or PSY 221; ENG 220 or ENG/CES 229; HIS 217 or 218; SOC 101 or PSY 101

PTH 101O Seeing the Light: From Faith to Photon

3 credit hours

This Pathway is an exploration of the many ways in which light has shaped our biological and cultural evolution, from its role as the primary form of energy that fuels life on the planet, to its roles in the technology of science, exploration, communication, and self-expression, and ultimately to its role as a metaphor for spirituality and transcendent existence.

In the First Year Seminar, we will use selected readings, films, and other materials to serve as the stimulus for students to develop their own questions about the nature and role of light. In the Sophomore Seminar, we will focus on such topics as the nature of light, the application of light to various technologies, the use of light as a metaphor in literature and art, and light as the basis of physiological processes.

Stepping Stones Options: ART 201 or 202; ART 230 or 260; BIO 106 or SCI 130; HIS 217 or 218; PHI/REL 205 or ENG 263

PTH 101P Science, Technology, and Society

3 credit hours

Science, Technology, and Society (STS) is an interdisciplinary field of study exploring how science and technology affect society, and in turn, how the ethical belief systems of society and resulting policies affect the development of technology.

In the First Year Seminar, we will begin with a discussion of what science is, what technology is, and how scientific knowledge is acquired. We will examine some

examples of the historical interplay of science, technology, and society through a variety of activities. In the Sophomore Seminar, we will focus on concerns posed by current scientific and technical advances, with an emphasis on ethical decision making.

Stepping Stones Options: BIO 106 or BIO/CES 107; BUS/CES 116 (preferred) or BUS 115; COM 203; HIS 217 or 218; PHI 213 or 305

PTH 101Q Inequality

3 credit hours

This Pathway examines inequality in its many forms with the understanding that inequality provides the basis for discrimination. The Pathway has the aim of helping students become more knowledgeable, understanding, and tolerant in an increasingly global society.

In the First Year Seminar, students discover the various types of inequality and their causes as well as the resultant effects. Basing the course on the premise that inequality is not a new phenomenon, students consider the subject from both an historical and contemporary view.

The Sophomore Seminar continues the study of inequality with the same consideration of historical and contemporary views. Through research and writing, students develop an appreciation for the programs and policies of governments and national laws as they have affected inequality in the past and in the present. Discovering the causes of inequality linked with the knowledge of government policy and national law equips students to develop and present possible solutions to this age-old problem.

Stepping Stones Options: ECO 101; HIS 101 or 102; HIS 217 or 218; PSY 221 or GOV 100; WST/PHI 111

Philosophy

C. GREENMAN, A. KNISLEY, A.P. STECKER, P. STEESE, M. WILEY

Philosophy Minor

The minor in Philosophy provides depth of learning about the aims, methods, and texts of philosophy. Philosophical study fosters openness of mind, development of considered opinions, critical and creative thinking and writing skills, understanding of intellectual history, and engagement with questions about the meaning and value of human life. The minor balances concentration in PHI courses with limited room for interdisciplinary study, in recognition of the breadth of philosophical topics and thinking. Please refer to the Minor Programs section of this *Catalog* for further information.

Requirements

The minor in Philosophy consists of 18 credit hours of study, including PHI 100, PHI 110, and at least six 300- or 400-level Philosophy credit hours. Up to six credit hours in non-PHI courses containing significant philosophical content may be counted towards the minor. Such courses are approved on a case-by-case basis by the Humanities Department (students should see the chair of the Humanities Department for more information).

Course Offerings

PHI 100 Introduction to Philosophy

3 credit hours

This is an introduction to the aims and methods of philosophy, approached from the standpoint of Socrates' dictum, "The unexamined life is not worth living." Students study central topics in the history of philosophy, such as the nature of truth, of the self, and of good and evil, through a variety of texts. The course emphasizes how this study can contribute to an expansion of personal horizons and a greater depth of self-knowledge. Offered fall and spring.

Exploration Area: Humanities

Arts and Sciences Elective Area II Humanities

PHI 110 Creative and Critical Thinking

3 credit hours

This course aims to help students master the art of thinking effectively through a study of the techniques involved in assessing issues and problems, producing ideas in response to those issues and problems, and assessing the merits of the ideas. The course also addresses the nature of argumentation, identifies common flaws in argumentation, and requires that students engage in effective argumentation in both written and spoken form. To enforce the application of these skills to everyday life, current issues are a regular topic of discussion. Offered spring.

PHI/WST 111 Women and Men in Transition

3 credit hours

The course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions that inform western thinking about gender, the course asks questions particularly about the nineteenth and twentieth century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals, and social structures by which gender-role behavior is initiated and reinforced. Students are encouraged to use the fundamental insights of the philosophic tradition in examining their own lives. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

PHI/REL 205 Philosophy of Religion and Spirituality

3 credit hours

Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a "scientific" outlook and a "spiritual" outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious, and literary texts, including some by Fyodor Dostoyevsky, Sigmund Freud, Soren Kierkegaard; selections from "wisdom books" like the Koran, the Bible, and the *Tao Te Ching*; and others. Offered spring of odd-numbered years.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

PHI 213 Foundations of Ethics

3 credit hours

You make decisions every day, but have you ever thought about how you make your moral decisions? The course presumes that decisions of moral significance should be

made in a reasoned manner, rather than on emotion or gut feeling alone. The work of the course is divided between the study of major philosophical theories of morality, consideration of how these moral theories can be applied to moral questions, and more general consideration of how principled, theoretical thinking can assist us in our own day-to-day ethical choices. Offered fall and spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

PHI 214 Philosophers on Sex, Love, and Friendship **3 credit hours**

This course takes up philosophical investigations into the nature and value of sex, love, and friendship. Through study of a range of classical and contemporary philosophical, spiritual and literary texts, students consider whether there are one or many kinds of love, whether or not sex is a moral matter, and the nature of “true” friendship. Please note – this is a philosophy class, not an informal discussion of personal experience. Class discussion always moves beyond our experiences of sex, love, and friendship to the fundamental nature and value of these experiences, often in relatively abstract terms. Offered fall odd-numbered years (not offered fall 2003).

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

PHI 250, 350 Topics in Philosophy **1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in philosophy that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

PHI 295, 395, 495 Independent Study **1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

PHI 305 Biomedical Ethics **3 credit hours**

This course examines fundamental moral concepts and applies them to issues in the biomedical professions. The course presumes that decisions of moral significance should be made in a reasoned manner rather than on emotion or gut feeling alone. Additionally, mastery of a basic set of moral principles promotes consistent decision making, which is especially important for healthcare professionals. Case studies, both classic precedent-setting cases and contemporary cases, are used to broaden student understanding of the moral challenges they will face as healthcare professionals and to model the kind of reasoning required to meet those challenges in an ethically defensible fashion. Offered fall.

Prerequisite: Sophomore standing or above

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

PHI 308 Social and Political Philosophy**3 credit hours**

This course examines the philosophical underpinnings of major social-political systems, such as democracy, socialism, communism, and anarchy. Through close study of challenging primary texts in the development of these traditions, by authors including Emma Goldman, Karl Marx, and John Stuart Mill, students develop an understanding of basic social-political principles as they have developed in their historical contexts. Offered spring odd-numbered years.

Prerequisite: Any 100- or 200-level Philosophy course.

PHI/CES 312 Environmental Philosophy**3 credit hours**

How do we define and determine the value of nature? How do we define and understand the impact of environmental problems such as global climate change and extinction of species? This course addresses philosophical, especially ethical, issues raised by thinking about the environment through study of challenging philosophical texts and other materials. A presumption of the course is that “philosophy matters,” that identification and resolution of environmental issues should not only be based on science, economics and politics, but also on philosophical analysis of knowledge and values. Students read and discuss ancient and modern philosophical materials from various traditions; films, literature, and poetry also may be used. Understanding theory, applying theory to current issues, and deepening students’ own environmental awareness all are goals of the course. Offered spring even-numbered years.

Prerequisite: Sophomore standing or above

Exploration Area: Environmental Literacy

Physics

M. BELLINO

PHY 101 Introduction to Physics I**4 credit hours**

The topics included in this course are classical mechanics, statics, simple machines, energy, and the properties of matter. The experimental, historical, and philosophical development of a conceptual understanding of the physical world is the major goal in the course. The material is developed through student involvement in classroom activities, discussions, and laboratory experiences. A working knowledge of algebra is expected. Offered fall of even-numbered years.

Exploration Area: Science

Arts & Sciences Elective Area III

PHY 102 Introduction to Physics II**4 credit hours**

In Physics II, the development of physical concept continues with topics in sound, electromagnetism, light, and quantum mechanics. Much of the material is developed through student involvement in classroom activities, discussions, and laboratory experience. Offered spring of odd-numbered years.

Psychology

M. ABECASSIS, A. BEWLEY, E. BROWNSON, J. CARROLL, M. CLEMENT, D. COFFIN,
J. EWING, L. GARRIOCH, K. GRANT, R. MEDBERY, B. PIETLICKI, D. TAYLOR, K. TAYLOR

Bachelor of Arts: Psychology

The Psychology major provides students with the background to assume a variety of positions in the human-services and mental health professions and to pursue graduate work in psychology, counseling and social work. In addition, the major represents a clear opportunity to combine personal and professional growth.

Psychology majors take introductory courses and then have the opportunity to focus their studies in a variety of areas including developmental psychology, social/personality psychology, counseling and abnormal psychology, and research design and analysis. The culmination of the senior's work is the design and implementation of an original research project in an independently selected area of psychological inquiry. In addition, psychology majors complete a required internship in a mental health or human-services setting.

Requirements

Liberal Education Requirements

MAT 220

PSY 101, 202, 204, 208, 210, 308, 460, 485

One developmental Psychology course chosen from PSY 203, 206, or 240.

Five Focus courses chosen from 200-, 300-, and 400-level Psychology and Sociology; at least three of these courses must be 300- or 400-level Psychology courses.

SOC 101

Major Acceptance

A minimum cumulative GPA of C (2.0) and at least a C (2.0) average in PSY 101 and a 200-level Psychology course.

Suggested Registration

| <i>Fall</i> | <i>Spring</i> |
|----------------------------|-----------------------------------|
| First Year | |
| WRT 105 | CIS 105 |
| PSY 101 | PSY 202 |
| SOC 101 | Liberal Education Course |
| First Year Pathway Seminar | Liberal Education Course |
| Liberal Education Course | Liberal Education Course |
| Sophomore Year | |
| PSY 204 | PSY 208 |
| PSY 203, 240, or elective | PSY 210 |
| Liberal Education Course | PSY 203, 206, or 240; or elective |
| Liberal Education Course | Focus Course |
| Elective | Sophomore Pathway Seminar |

Suggested Registration (continued)

| <i>Fall</i> | <i>Spring</i> |
|--------------------------|---------------|
| Junior Year | |
| Focus Course | MAT 220 |
| Focus Course | Focus Course |
| Liberal Education Course | Focus Course |
| Elective | Elective |
| Elective | Elective |
| Senior Year | |
| PSY 308 | PSY 460 |
| PSY 485 | Elective |
| Elective | Elective |
| Elective | Elective |
| Elective | Elective |

Total credit hours: 120 minimum

Psychology Minor**Requirements**

The minor in Psychology consists of 18 credit hours of Psychology courses. PSY 101 is required and at least six of the remaining 15 credit hours must be at the 300- or 400-level. Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings**PSY 101 Introduction to Psychology** **3 credit hours**

This course introduces the student to the study of human behavior from cognitive, behavioral, physiological, and social/cultural perspectives across the life span. Students learn to apply this beginning knowledge to a variety of personal and professional contexts. This course also serves as a foundation for more advanced study in psychology. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

PSY 202 Psychology of Personality **3 credit hours**

This course introduces students to major theories of personality and the social, cultural, and psychodynamic influences on personality development. Students explore the ideas of Freud, Maslow, Miller, Rogers, and Skinner, among others, and investigate what eastern psychologies offer to an understanding of who we are. Students develop their understanding of theory through reading, discussion, and case studies. Offered fall and spring.

Prerequisite: PSY 101

PSY 203 Child Psychology **3 credit hours**

This course introduces the major theories, methods and research findings in child psychology. The physical, cognitive, and psychosocial development of children is examined from conception through middle childhood. Offered fall and spring.

Prerequisite: PSY 101

PSY 204 Social Psychology**3 credit hours**

This course has as its focus the influence of others on the experience and behavior of the individual. Topics examined through discussion, reading, and the study of behavior attitudes include the attraction process, aggression and altruism, and the impression-formation process. Offered fall and spring.

Prerequisite: PSY 101 or SOC 101

PSY 206 Adolescence**3 credit hours**

This course examines the processes of adolescent development. It examines physical, cognitive, and socio-emotional development in the contexts of peers, families, school, and culture. Topics covered include identity, peer relationships, gender, vocation, morality, alternative life styles, and problems of adolescence. Offered spring.

Prerequisite: PSY 101

PSY 208 Human Interaction in the Helping Relationship**3 credit hours**

Effective interpersonal interaction is central to the effectiveness of the helping relationship. In this course, students explore the art and science of relating to others with sensitivity, objectivity, empathy, and genuineness. The class addresses the nature of "helping," attributes of skillful "helpers," and the special dimensions and dynamics of the therapeutic relationship. Students develop skills in listening, responding, and problem solving. Students also gain a basic understanding of ethical issues in the helping professions. This course is intended for students preparing for careers in the human services, particularly counseling, as well as nursing and teaching. Offered spring.

Prerequisite: PSY 101; PSY 202 or 240

PSY 210 Learning and Cognition**3 credit hours**

This course introduces students to learning theory and examines how organisms make associations between various environmental events. Areas of convergence and integration of the cognitive underpinnings of the learning theory are emphasized. The maturing field of the science of cognition is studied through the central question of cognitive psychology: how our world of experience is produced by those experiencing it. Offered spring.

Prerequisite: PSY 101

PSY 214 Human Sexuality**3 credit hours**

This course provides students with an introduction to a variety of topics related to human sexuality, including the cultural and personal aspects of human sexuality across the life cycle, sexual diversity, attitudes and myths about sex and sexuality, and the creation and dissolution of relationships. Offered spring.

Exploration Area: Wellness

PSY 221 Cross-cultural Psychology**3 credit hours**

Cross-cultural psychology considers the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environment, and their relations with others within and outside their culture. The primary objective of this course is to provide students with both a theoretical and practical understanding of the effects of culture on human thinking, values, and behavior. The purpose of this comparative approach to psychology is to emphasize that the Western view of psychology should not be taken as the norm. Offered fall.

Exploration Area: Global Perspectives

PSY 240 Life-Span Development**3 credit hours**

This course explores the fascinating journey of the individual from birth to death. Students trace individual physical, cognitive, and socioemotional development chronologically, exploring the issues pertaining to each stage. This course helps all students better understand others and gain some insight into their own history. It is particularly designed to help future nurses, teachers, and mental-health professionals who are responsible, in some way, for the care of others. Offered fall and spring.

Prerequisite: PSY 101

PSY 250, 350, 450 Topics in Psychology**1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in psychology that is not part of the regularly scheduled course offerings. The topics for each term are announced before registration.

Prerequisite: For PSY 250: One 100-level PSY course

For PSY 350: One 200-level PSY course

For PSY 450: One 300-level PSY course

PSY 285 Psychology Internship**0-3 credit hours**

Qualified sophomores, juniors, and seniors may arrange internships related to psychology with a member of the Psychology faculty. Internships may be arranged in various agencies such as mental hospitals, human-service agencies, courts, treatment centers, and other agencies that provide psychological services. Graded Pass/Fail.

Prerequisites: Pre-internship seminar, department approval

PSY 295, 395, 495 Independent Study**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among the levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence – the higher the number, the greater the expectation. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May not be used to meet a major requirement. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

PSY 303 Psychological Aspects of Sport**3 credit hours**

This course is designed to examine and apply the psychological effects of sports on human behavior. This is accomplished by investigations of various concepts and theories which analyze sports, exercise, and physical activity. Topics of discussion include: anxiety, arousal, attention, personality structures, motivation, and intervention strategies. Offered fall.

Prerequisite: PSY 101 or ESS 101

PSY 306 Abnormal Psychology**3 credit hours**

This course provides an exploration of the causes and characteristics of the various categories of psychological abnormality. The multiperspective approach includes the major viewpoints on mental and emotional disorder, including the cognitive, neuropsychological, interpersonal, and existential perspectives. Students apply classroom learning in case studies and grapple with some of the current and perennial issues pertaining to abnormal psychology. Offered fall.

Prerequisite: One 200-level PSY course

PSY 308 Research Methods in Psychology**3 credit hours**

This course provides students with a detailed understanding of experimental, observational, and survey research methods. Emphasis is placed on framing research questions, defining variables and rendering them operational, sampling, assuring internal and external validity, and drawing appropriate conclusions. Students design original research projects. Offered fall.

Prerequisite: One 200-level PSY course, MAT 220 (or as corequisite).

PSY 310 Counseling Psychology**3 credit hours**

This course focuses on the major theories of counseling and the methods used to put those theories to work in the helping relationship. Students develop their understanding of how counseling practice must be grounded in theory, improve their helping skills, and identify, clarify, and articulate their particular approach to counseling. Offered spring.

Prerequisite: PSY 208

PSY/SOC 313 Domestic Violence**3 credit hours**

This course uses an interdisciplinary approach to study the incidence, causes, societal responses, prevention, and impact on victims of different types of family violence. The course covers various forms of child abuse, dating violence, marital violence, abuse of the elderly, and violence in gay relationships. Historical and cross-cultural materials are also covered. Offered fall of odd-numbered years.

Prerequisites: PSY 101 or SOC 101

PSY 316 Health Psychology**3 credit hours**

This course focuses on the field of Health Psychology, which seeks to identify the psychological influences on health, health-related behaviors, illness, and coping strategies. Students examine the etiology and correlates of health, illness, and dysfunction. Topics include health-enhancing and health-compromising behaviors, modifying health habits, using health services, patient-provider relations, pain, and chronic and terminal illnesses. Students explore research in health psychology as well as develop personal health behavior modification programs. Offered spring.

Prerequisites: PSY 101, one 200-level PSY course

PSY/CHI 320 Children at Risk**3 credit hours**

This course examines children in these risk situations: abuse and neglect, hospitalization, and child fatalities. Each area is researched with a view toward defining the problem for the child and exploring ways to help minimize or reduce the risk. Offered spring.

Prerequisites: One 200-level CHI or PSY course

**PSY 401 Cognitive and Language
Development in Young Children****3 credit hours**

This course is an introduction to such cognitive processes as thinking and reasoning, concept formation, problem solving, skill and performance, memory, and creativity. Also examined are basic linguistic and psycholinguistic concepts, theories of language acquisition, empirical studies of language development from birth to age eight, and language development as a function of social class and cultural differences. Offered spring.

Prerequisite: PSY 203 or 206 or 240

PSY 404 Social and Personality**Development of the Young Child****3 credit hours**

This course explores social and personality development from birth to adolescence. Topics include temperament, attachment, self-esteem, emotions, early interaction, and family, sibling, friend, and peer relationships. Moral development, pro-social behavior, and gender-role development are viewed through multiple perspectives. Theories applied to the social and personality development of the young child include: ethological attachment theory, psychoanalytic theory, social-learning theory, cognitive-developmental theory, and ecological-systems theory. Offered fall.

Prerequisites: PSY 203, junior standing or above

PSY 415 Behavior Modification**3 credit hours**

This course is designed to help the student understand every aspect of behavior therapy. Students gain factual knowledge about the processes of behavior modification and learn how to apply this knowledge and the principles of behavior modification in a therapeutic setting. Offered fall of even-numbered years.

Prerequisite: Any 200-level PSY course

PSY 460 Advanced Research Seminar (Capstone)**3 credit hours**

In this course, students design, carry out, and present the results of original research projects on topics of particular interest to them. Emphasis is placed on choosing methodologies, simple and complex designs, multivariate analysis, interpretation of results, and ethical considerations in psychological research. Offered spring.

Prerequisites: PSY 308, MAT 220

PSY 470 Research Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as research assistants for faculty research projects. The assistant has responsibilities to assist in the design, implementation, and analysis of the research project. The assistant participates in regular discussion with the faculty member regarding the particular research project and the methodological and ethical issues involved in psychological research. Offered fall and spring.

Prerequisite: PSY 308 or permission of the department chair and instructor

PSY 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

PSY 485 Psychology Internship and Professional Development Seminar**6-12 credit hours**

Students in this course work in social-service agencies or other appropriate settings. Placements include, but are not limited to, community mental-health centers, government agencies, rehabilitation centers, counseling centers, school systems, and other agencies in which students are able to exercise helping skills and put their knowledge of psychology into practice. *Internships include a weekly seminar with the course instructor in which students explore the process of helping, ethical practice, and other*

issues pertaining to professional development; 2.5 site-directed hours per week equals one credit hour. Graded Pass/Fail.

Prerequisites: Pre-internship seminar, Psychology Major Acceptance, permission of the department

Religious Studies

E. GRADONE, C. GREENMAN, A. KNISLEY

REL 100 The Meaning of Life:

Introduction to Religious Studies I

3 credit hours

Who am I and where do I belong? Does God exist? How can I know God? Who is he/she? How do different religions answer these questions? This course is an introduction to religious studies with special focus on the student's own personal involvement with the questions all the world's religions have sought to answer. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

REL 101 The The Meaning of Death:

Introduction to Religious Studies II

3 credit hours

Is life worth living if death is its inevitable outcome? If God exists and is good and powerful, why do death, evil, and suffering exist? Is there an afterlife? Does the theory of reincarnation make any sense? How do different religions answer these questions? How can we, in the twentieth century, answer these questions? This course focuses on the problems of the philosophy of religion, particularly on those personal issues that students face in trying to understand and articulate their own faith systems. Offered spring.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

REL/PHI 205 Philosophy of Religion and Spirituality

3 credit hours

Rather than surveying major world religions, this course explores basic philosophical questions raised by religion and spirituality: What is spiritual experience? Why are humans religious? What is the nature of divinity? What is faith, as distinct from reason, and what are their roles in a meaningful human life? Can a "scientific" outlook and a "spiritual" outlook cohabit peacefully in the same person? These questions are explored through contemporary and current philosophical, religious, and literary texts, including some by Fyodor Dostoyevsky, Sigmund Freud, Soren Kierkegaard; selections from "wisdom books" like the Koran, the Bible, and the *Tao Te Ching*; and others. Offered spring of odd-numbered years.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

REL 250, 350 Topics in Religion

1-3 credit hours

Students are offered the opportunity to study in depth a particular topic in religion that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

REL 295, 395, 495 Independent Study**3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

Science

L. ALEXANDER, N. BAER, L. BATALDEN, C. COOLIDGE, J. HIGGINS, B. STEELE,
K. STOEDEFALKE, W. THOMAS, L. WILDER, P. WHITE

SCI 120 Environmental Issues**4 credit hours**

This course examines environmental issues that threaten the future of the earth and current lifestyles. Students examine these issues after being introduced to pertinent biological and physical scientific principles, and an integrated approach to the study of individual topics is stressed. Laboratory exercises are included. Topics include ones of current interest, including population control, ozone layer depletion, loss of species diversity, rainforest depletion, global warming, recycling, toxic wastes, and air and water pollution. *This course will not fulfill a requirement for the Community and Environmental Studies major and should not be taken by students intending to major in CES.* Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

SCI 130 Earth Science**4 credit hours**

This course focuses on fundamentals of earth science, which include geology, meteorology, oceanography, and astronomy. In addition to developing a basic comprehension of our physical environment, students study potential responses to hazards in the natural environment. Extensive use is made of audio-visual materials and laboratory activities. Offered fall and spring.

Exploration Area: Science

Arts & Sciences Elective Area III

SCI 201 Nutrition**3 credit hours**

The course provides a general background suitable for all students on the functions of food and its relation to mental and physical well being. Concentration is focused on topics of current interest to students and is based on the most recent information. The following topics are included: world food supply, health foods, organic foods, vitamins, food additives, essential amino acids, and other requirements for adequate diets. Offered fall and spring.

Exploration Area: Wellness

Sociology

J. CALLEWAERT, J. CARROLL, C. CHESLEY, R. CONSTANTINE, P. ELLER, A. RACHLIN

Sociology Minor

The minor in Sociology allows students to study the role that the broader social context has on human experience. Following an introduction, students choose from a variety of topical courses with a sociological theme. Please refer to the Minor Programs section of the *Catalog* for further information.

Requirements

The minor in Sociology consists of 18 credit hours including SOC 101, and five other courses chosen from SOC 203, 250, 302, 303, 304, 350, 402, 450; PSY 204, 308, or 313; WST 111. Of the six courses, two must be at the 300- or 400-levels, and at least four must be in Sociology.

Course Offerings

SOC 101 Individual and Community

3 credit hours

This course explores the inter-relationship between individual experience and the broader social context. Students obtain an understanding of the effect of societal institutions on individual behavior through an analysis of familiar social phenomena such as the group, culture, work and family. A core component is the effect of social class, race/ethnicity, and gender on life experience and opportunity. Offered fall and spring.

Exploration Area: Social Sciences

Arts & Sciences Elective Area IV Social Sciences

SOC 203 Sociology of the Family

3 credit hours

This course focuses on the structure of the American family and how this structure is changing as society changes. Cross-cultural and historical approaches to the family are covered early in the course. A major goal is the understanding of systems of sexual behavior, mate selection, marital roles, parenting, and child rearing. The course also deals with a number of such family problems as family violence and divorce. Offered fall and spring.

Prerequisite: SOC 101

SOC 250, 350 Topics in Sociology

1–3 credit hours

Students are offered the opportunity to study in depth a particular topic in sociology that is not part of the regularly scheduled course offerings. The topics for each term are announced before registration.

Prerequisites: For SOC 250: One 100-level SOC course

For SOC 350: One 200-level SOC course

SOC 295, 395, 495 Independent Study

1–3 credit hours

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among each level depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Social Sciences and Education Department. May be repeated for credit.

Prerequisite: Permission of the department

SOC 302 Genocide: A Comparative Study**3 credit hours**

This course explores cases of genocide, the intentional killing of a social group, in most cases by the government of a nation-state. The major goal is to understand the reasons why genocide occurs in order to understand how to prevent its occurrence. Relying on the contributions of sociology, psychology, history, and literature/film the class explores such examples as the Nazi Holocaust, the Armenian genocide of WWI, the slaughter of Cambodians by the Khmer Rouge, and the recent genocide of Tutsis in Rwanda and the slaughter of Muslims in Bosnia. Offered spring of odd-numbered years.

Prerequisite: SOC 101; or PSY 101; or one HIS course

SOC 303 Sociological Aspects of Sport**3 credit hours**

This course acquaints students with the nature of sport as a reflector and transmitter of values as well as with a number of issues raised by the nature of sport in our society. Topics include: sport and mass media, violence in sports, deviant behavior and sport, the black athlete, women in sport, and the attitudinal components of sport participation. Offered spring.

Prerequisite: SOC 101 or ESS 101

SOC 304 Race and Ethnic Relations**3 credit hours**

This course emphasizes the nature of dominant and minority relations. The class focuses on the nature of assimilation and pluralism as well as discusses theories of prejudice and discrimination. Current American and international topics are discussed. Offered fall.

Prerequisite: SOC 101

SOC/PSY 313 Domestic Violence**3 credit hours**

This course uses an interdisciplinary approach to study the incidence, causes, societal responses, prevention, and impact on victims of different types of family violence. The course covers various forms of child abuse, dating violence, marital violence, abuse of the elderly, and violence in gay relationships. Historical and cross-cultural materials are also covered. Offered fall of odd-numbered years.

Prerequisites: SOC 101 or PSY 101

SOC 402 Criminology**3 credit hours**

Criminology is a science or discipline that studies various forms of crime and criminal behavior. This course concentrates on forms of criminal behavior, the causes of crime and the effects of crime on victims and society as a whole. Students analyze crime and criminality and develop theoretical explanations for criminal behavior. Criminological theory overlaps with criminal justice. Therefore, students become familiar with both theory and practice, with an eye toward future trends in our criminal legal system. Offered spring of even-numbered years.

Prerequisites: SOC 101, one 200-level SOC course

SOC 480 Teaching Assistantship**1-3 credit hours**

Qualified junior and senior students may apply to work with faculty members as teaching assistants in 100- and 200-level courses. The assistant has instructional responsibilities in the class and participates with the faculty member in regular discussions concerning the course and teaching methodology. Offered fall and spring.

Prerequisite: Permission of department chair and instructor

Theatre

G. BLISS, M. LOVELL

Theatre Minor

A minor in Theatre will provide students an opportunity to pursue a concentrated program focusing on acting, performing, writing, and technical operation. A wide range of theatrical productions provide students with choices centered on their interests. The minor in Theatre consists of 21 credit hours.

Due to the course sequencing, students intending to minor in Theatre should be aware of the importance of careful planning in order to complete the requirements of the minor. The following courses are required:

THE 140, 230

Choose one course from the following: THE 201 or 202

Choose two courses from the following: THE 240, 260; COM 203, 209; ENG 231, 252; or a maximum of 3 credits from THE 150, 250, or 251

Choose two 300- or 400-level courses from the following: THE 330, 340, 360, 440 ; COM 311, 312; WRT 311, 312

Course Offerings

THE 140 Acting 1

3 credit hours

Dealing with the fundamentals of acting, this course is designed to acquaint the novice with the basic terminology and techniques of the stage. Emphasis is on movement for the stage, the expression of emotion, and acting problems in modern realistic plays. This is a practical course concentrating on performance and criticism of individual students. Offered fall.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

THE 150 Rehearsal and Performance

1 credit hour

Credit for this course is based on the study and practice of acting through participation in a directed departmental production. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

Prerequisite: Permission of the instructor

THE 201 Twentieth-Century Performing Arts History

3 credit hours

A survey of the beginnings of twentieth-century theatre and the many performing arts which contribute to it. The practical as well as the aesthetic factors necessary to the creation of significant theatre performance are studied. Forms examined include commercial theatre, regional theatre, educational and children's theatre, dance, opera, and mime. Offered spring of odd-numbered years.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

THE 202 Theatre History

3 credit hours

Major periods of theatre from ancient Greece to the twentieth century are studied. Great plays and playwrights, the physical theatres and production techniques, and the place of theatre performance in the culture of the day are considered. Through

dramatic analysis and criticism, the student gains a wide perspective and appreciation of theatre as art, as literature, and as entertainment. Offered spring of even-numbered years.

THE 230 Beginning Stagecraft

3 credit hours

Designed to provide a working knowledge of the arts and technical skills essential to theatre production, the course introduces the student to skills, tools, and hardware necessary for the execution of scenery, properties, sound effects, and lighting. The course is a combination of lecture and laboratory work and requires backstage participation in college productions. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

THE 240 Acting II

3 credit hours

A continuation of Theatre 140, the course emphasizes the interpretation of roles from plays, training in character definition, interpretation, and analysis. Various acting styles are discussed. Offered fall.

Prerequisite: THE 140

THE 250 Production and Performance

1 credit hour

Students participate in a college production as a stage hand, carpenter, painter, light board operator, or costume assistant. Experience is not necessary. The course is designed to provide the student with hands-on experience and training with various technical aspects of production work. May be repeated for credit. Graded Pass/Fail. Offered fall and spring.

Prerequisite: Permission of instructor

THE 251 Rehearsal and Performance

1 credit hour

Students participate in a college production as an actor, stage manager, assistant stage manager, or production crew head. Experience is not necessary. Course may be repeated for credit. Course requires a minimum of six hours per week for approximately six weeks. Graded Pass/Fail. Offered fall and spring.

Prerequisite: Permission of instructor

THE 260 Beginning Directing

3 credit hours

Students learn the fundamentals of play directing. Students study and practice the basic techniques of staging a play, from the interpretation of the script to casting the actors, rehearsing the cast, and overseeing the entire production and performance. Offered spring, depending on student interest and faculty availability.

THE 281, 381, 481 Tutorials in Theatre

1-3 credit hours

Tutorial courses offer students the opportunity to work closely with faculty in areas of particular interest not usually available. Topics might include directing, stage management, house management, box office, choreography, and historical-research projects. May be repeated for credit. Offered fall and spring, depending on student interest and availability of faculty.

Prerequisite: Permission of instructor

THE 295, 395, 495 Independent Study **1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among each level depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Performing Arts Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the department

THE 330 Intermediate Stagecraft **3 credit hours**

This course introduces students to the basic fundamentals of theatrical scenery and lighting design. Color theory, design for varied types of productions (musical recital, standard theatre, dance, and others), and the director-designer (or choreographer-designer) relationship are explored. Offered fall and spring.

Prerequisite: THE 230

THE 340 Acting III **3 credit hours**

A continuation of Theatre 240, the course concentrates on the rehearsal of scenes from period plays and one-act plays by the acting and directing students. The goal of the course is a production for the public at the conclusion of the term. Offered fall.

Prerequisite: THE 240

THE 360 Directing II **3 credit hours**

A continuation of Theatre 260, this course examines more difficult and complex problems, both technical and artistic, that a theatre director must face. Students in this course direct a one-act play as their final project. Offered fall and spring, depending on student interest and faculty availability.

Prerequisite: THE 260

THE 440 Acting IV **3 credit hours**

Individual projects and audition styles are emphasized. Monologues are performed in preparation for professional auditions. Offered fall.

Prerequisite: THE 340

Women's Studies

P. ANDERSON, D. BERGHORN, A. P. STECKER, M. WILEY

Women's Studies Minor

The minor in Women's Studies is founded upon a strong theoretical base that the student encounters in the introductory course in PHI/WST 111 (Women and Men in Transition). The sequence is designed to foster critical thinking by encouraging informed examination of the student's own life.

Requirements

The minor in Women's Studies consists of 18 credit hours in Women's Studies including WST 111, at least six credit hours of approved 300- or 400-level Women's Studies courses. The course ESS 309: Gender and Sport may be taken to satisfy a minor requirement. Please refer to the Minor Programs section of the *Catalog* for further information.

Course Offerings

WST/PHI 111 Women and Men in Transition **3 credit hours**

The course examines the position of women and men in contemporary society. Following an overview of certain key myths and traditions which inform western thinking about gender, the course asks questions particularly about the nineteenth and twentieth century American experience. Using an interdisciplinary approach, the course asks about the significance of the myths, symbols, rituals, and social signs that construct gender roles. Students are encouraged to use the fundamental insights of the philosophic tradition in examining their own lives. Offered fall.

Exploration Area: Humanities

Arts & Sciences Elective Area II Humanities

WST/COM 243 Women in Film **3 credit hours**

This course examines the images and roles of women in representative films from the silent era to the present. While the course includes films made by both men and women, the creative activity of women in the film industry (as directors, producers, writers, editors, and actresses) is of special concern. Social, cultural, and feminist perspectives of the films are considered. Offered spring of odd-numbered years.

Exploration Area: History

Arts & Sciences Elective Area IV History

WST 250, 350 Topics in Women's Studies **1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in Women's Studies, such as psychology of gender, gender and art, gender and science, gender and the historian, and gender and management, that is not part of the regularly scheduled course offerings. Topics are announced prior to registration. Offered fall and spring.

WST 295, 395, 495 Independent Study **3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each independent study course is developed in consultation with a member of the Humanities Department. May be repeated for credit. Offered fall and spring.

Prerequisite: Permission of the Humanities department

WST/ENG 331 Images of Women in Literature **3 credit hours**

This course examines the various ways in which women have written the text of their lives within the genres available to them and within the context of the cultures they have inhabited. Readings include images of women as wives, mothers, sisters, friends, women-on-pedestals, women-as-sex-objects, and other autobiographical accounts, which may imagine new roles and images. Writers studied include Emily Dickinson, Zora Neale Hurston, Toni Morrison, Tillie Olsen, Adrienne Rich, Virginia Woolf, and Arandhati Roy as well as literary critics such as Gilbert, Gubar, Heilbrun, and Showalter. Offered fall of odd-numbered years.

Prerequisite: Any 200-level ENG (literature) course

WST/COM 360 Gender and Communication**3 credit hours**

This course analyzes the role of gender in the communication process. Using experimentation, case study, and observation, students investigate the different communication strategies men and women use to interact with each other. Theories of gender and language are discussed. Offered spring of even-numbered years.

Prerequisite: COM 203, PHI/WST 111

Writing

D. BERGHORN, D. COONLEY, R. DAVIS, D. ELLIOTT, H. FULLER, E. L. HALL, T. KEALY, M. KRONENWETTER, M. MCMAHON, R. MILLS, B. SPENCER, A.P. STECKER, O. STOREY, M. WATMAN, M. WILEY, J. ZOTALIS

Writing for Publication Minor

Students who enroll in this minor should be interested in making writing an important element in their lives both during and after their college careers. Students who complete the minor should understand the logistics, information, skills, concepts, and discipline necessary to have their writings published. Students enrolled in the minor can explore the challenges of writing fiction, nonfiction, poetry, and plays. Please see the Minor Programs section of the *Catalog* for further information.

Requirements

Each student must complete at least 19 credit hours of study from the courses listed below. At least nine credit hours must be at the 300-level or above. All students in the minor must complete WRT 420.

Introductory courses:

COM/WRT 205, 207, 216
WRT 201, 208, 214, 250

Intermediate and Advanced courses:

COM/WRT 303, 305, 311, 312
WRT 301, 302, 314, 350, 414, 420

Course Offerings

WRT 105 Writing I

3 credit hours

Writing 105 helps students learn to use writing as a tool for learning and as a means of communication. Through daily writing assignments students have the opportunity to develop personal writing processes and personal voices that will allow them to be effective learners, writers, and readers for the rest of their lives. Through assignments involving research, argumentation, critical analysis, and a writing portfolio, students have the opportunity to begin developing academic or professional writing styles. Offered fall and spring.

WRT 105 is required of all students, unless exempted. To successfully complete this course, students must earn a minimum grade of C (2.0). If the minimum grade is not earned on the first attempt, the course must be repeated no later than the third semester of the student's enrollment. If the grade is not earned on the second attempt, it must be retaken every semester thereafter, without exception, until a grade of at least C (2.0) has been achieved.

WRT 201 Creative Writing**3 credit hours**

This is an introductory course in the writing of fiction, nonfiction, and poetry. In addition to practicing each of these forms, the student reads examples of contemporary poetry and fiction. Offered fall and spring.

Exploration Area: Fine and Performing Arts
Arts & Sciences Elective Area I

WRT/COM 205 Introductory Journalism**3 credit hours**

In this course, students learn the basic elements of journalism and study the basic forms of journalistic writing – the editorial, the hard-news piece, and the feature. Offered fall and spring.

WRT/COM 207 Newspaper Practicum**1 credit hour**

Credit for this course is based on the student's participation as an editor for *The Colby-Sawyer Courier*, the college's student newspaper. Editors are required to assign and edit stories, attend editorial board meetings, design and compose their sections of the newspaper. Editors are also required to attend weekly conferences and/or critiques with the advisor of the paper. This course may be repeated for up to six credits. Offered fall and spring.

WRT 208 Creative Writing II**3 credit hours**

This course concentrates on the writing of poetry and short fiction for publication. Students in the course should have an interest in submitting their work to the campus literary magazine. Offered spring.

Prerequisite: WRT 201, junior standing or above

WRT 214, 314, 414 The Literary Magazine**1 credit hour**

This course involves students with the production of the campus literary magazine during the spring term. Students participate in the creation and editorial processes necessary to produce a literary periodical. This course may be repeated for credit. Offered spring.

WRT/COM 216 Writing for Public Communication**3 credit hours**

In this course students learn how to write for the most common forms of public communication (radio and television public service announcement, newspaper editorial, news release, short magazine article, speech, etc.). While attention is given to the work of others through critical analysis, the focus is on writing assignments and grammar exercises designed to improve writing skills. Offered spring.

Prerequisite: WRT 105

WRT 250, 350 Topics in Writing**1-3 credit hours**

Students are offered the opportunity to study in depth a particular topic in writing that is not part of the regularly scheduled course offerings. The topics are announced prior to registration. Offered fall and spring.

WRT 295, 395, 495 Independent Study**1-3 credit hours**

Qualified students may develop independent study courses in areas not ordinarily offered at the college. The distinction among levels depends on the focus of the proposed course, the amount of work previously done in the field, and the extent of student independence; the higher the number, the greater the expectations. Each

independent study course is developed in consultation with a member of the English faculty. May be repeated for credit. Offered fall and spring.

WRT 301 Intermediate Creative Writing: Poetry **3 credit hours**
Students continue to develop their knowledge of poetry and the skills and discipline necessary to write it. In this course, students submit their poems for publication to literary magazines not affiliated with the college. Offered fall.

Prerequisites: WRT 208

WRT 302 Intermediate Creative Writing: Prose **3 credit hours**
Students continue to develop their knowledge of fiction and the skills and discipline necessary to write it. Students submit their stories to literary magazines not affiliated with the college. Offered spring.

Prerequisites: WRT 208

WRT/COM 303 Writing About Sports **3 credit hours**
In this course, students pursue advanced study of sports journalism, focusing on sports writing. Students write game-analysis stories and study the role of commentary in sports. Students study the field of sports public relations and write news releases and feature stories. Students also analyze and practice writing for audio, video, and multimedia. Because this course focuses on game coverage, an extensive knowledge of sports is required. Offered spring of odd-numbered years.

Prerequisite: WRT/COM 205 or ESS 101

WRT/COM 305 Topics in Advanced Journalism **3 credit hours**
In this course, students pursue advanced study in a particular form of journalism: investigative news reporting, feature writing, editorial writing, and/or sports journalism. Database research techniques are utilized, and students produce magazine-length articles. Offered spring.

Prerequisite: WRT/COM 205

WRT/COM 311 Scriptwriting **3 credit hours**
An introduction to fiction writing for the film and video screen. Through class discussion, readings and the analysis of films and videos, students learn idea generation, dramatic theory, narrative structure, characterization, dialogue, and the particular demands of the audio-visual media. Offered fall.

Prerequisite: COM 203

WRT/COM 312 Writing About the Arts **3 credit hours**
Students learn to write hard-news stories, reviews, and features about the arts, works of art, artists, and those areas of the arts that shed light on cultural and social issues. Students become familiar with all the ways in which journalists gather information about the arts. Offered spring of even-numbered years.

Prerequisites: One 200-level WRT or COM course.

WRT/COM 350 Topics in Communications II **1-3 credit hours**
This course is a junior-level opportunity to study particular subjects in various communications areas that are not part of the regularly scheduled course offerings. Topics are announced during registration. Offered fall and spring.

WRT/COM 403 Investigative Reporting**3 credit hours**

Research is an important element in print, audio, and video reporting. A vast number of data bases, newspaper clippings, government reports, court documents, police logs, trial transcripts, meeting minutes, permit applications, polls, and independent assessments are available to the reporter. In synthesizing this research, reporters are required to analyze statistics, interpret rulings, verify information, apply laws and regulations, develop follow-up questions, and organize findings in order to present a clear, concise overview of an issue. Students in this course learn to use public documents and other information sources to report on complex issues. Case studies are drawn from current public debate. Offered fall.

Prerequisites: COM 205; one 200-level WRT or COM (production) course

WRT 420 Writing for Publication Seminar**1 credit hour**

Students develop portfolios of their best writing and prepare to perform their works for the campus community. Offered spring.

Prerequisites: WRT 301 or 302; or one 300-level COM (writing) course

ACADEMIC POLICIES

Academic Standards and Regulations

Graduation Requirements

Degrees are awarded by vote of the faculty of the college and the Board of Trustees to students who have completed the Liberal Education, major program, and residence requirements. Students must apply for graduation with the Registrar's Office, earn a minimum cumulative grade point average (GPA) of 2.0, and have completed a minimum of 120 credit hours for the baccalaureate degree or 60 credit hours for the associate degree. Since some departments require a higher grade point average in the major, students should consult appropriate sections of the *Catalog* for special major program requirements. It is the responsibility of students to know the minimum quantitative and qualitative requirements of degrees and to fulfill those requirements.

Students who plan to complete graduation requirements in December may choose to participate in Commencement in either the previous or following spring ceremony. In order to participate in the previous spring ceremony, Baccalaureate candidates students must have a 2.00 minimum GPA, completed Major Acceptance and earned at least 105 credit hours by the date of Commencement. Associate degree candidates must have a 2.00 minimum GPA and at least 53 credit hours successfully completed by the date of Commencement to participate in the previous spring ceremony. Students who participate in a Commencement ceremony prior to completion of all graduation requirements will be eligible for graduation honors once they have completed requirements.

Major Course Requirements

Students who have declared a major are bound by the major course requirements that were in force at the time they were accepted into the major through Major Acceptance.

Liberal Education Requirements

Students must fulfill the Liberal Education requirements that were in force for the year in which they entered the college.

Residence Requirements

At least 50 percent of the required credits for associates and bachelors degrees, including the final 30 credit hours, must be Colby-Sawyer sponsored, whether taken on or off campus. Off-campus experiences sponsored by Colby-Sawyer include internships and enrollment through Colby-Sawyer at a New Hampshire College and University Consortium (NHCUC) campus. (See the section on Student Exchange.) A student who takes all courses required by the degree program, but who is deficient in credit hours and/or grade point average, may petition the academic dean for permission to compensate for deficiency at another accredited institution. The academic dean, in consultation with the registrar, may waive this requirement in extraordinary circumstances. Permission, if granted, must be in writing and will become a part of the student's permanent record.

Course Credit and Course Load

All courses are calculated on the basis of semester credit hours and are one semester in duration. A typical full-time student enrolls for 12 to 18 credit hours. Fifteen credits is considered a normal course load. Students in residence must maintain a full course load throughout the semester. In extraordinary circumstances, students may petition the director of residential education for permission to remain in residence with a reduced load. Students enrolling for more than 18 credit hours will be charged for the additional credits.

College-Level Examination Program (CLEP)

Students are invited to take the general and subject examinations developed by the College Entrance Examination Board. Credit is given as follows:

General Examinations. Students will receive from three to six credit hours (depending on the particular test taken) for each examination on which they score at the 50th percentile or higher. The minimum score for English composition is the 61st percentile, and the test must include the essay section.

Subject Examinations. Successfully completed subject examinations will apply toward appropriate graduation requirements.

For further information about CLEP, please contact the registrar, Colby-Sawyer College, or write directly to the College-Level Examination Program, Box 1821, Princeton, NJ 08540.

Excelsior College

Credit will be granted to students who score at the 50th percentile or higher. For further information about Excelsior College exams, please contact the Registrar, Colby-Sawyer College, or write directly to Excelsior College, 7 Columbia Circle, Albany, NY 12203.

Off-Campus Course Work

A matriculated Colby-Sawyer student may receive Colby-Sawyer transfer credit for courses taken at other accredited institutions. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. Credit hours and grades will be recorded on the student's transcript and calculated into the student's GPA. Colby-Sawyer faculty must submit grades by October 1 for summer internships.

Colby-Sawyer Credit and Exemption Examinations

Students who have accumulated sufficient prior knowledge of a course's content and wish to earn credit for or exemption from specific courses in the curriculum must take national credit or placement examinations whenever possible. However, when there is no equivalent national examination, a student may petition in writing to the appropriate department through the department chair to take a Colby-Sawyer departmental examination. The decision to allow the student to take the examination is the prerogative of the department. Group examinations may be scheduled when practical.

Credit examinations must be evaluated with a letter grade (A, B, C, D, F) if they are to be used as a substitute for a requirement in the major or in the Liberal Education program. A Pass/Fail grade may be used only when the course does not satisfy a requirement. The method of evaluation must be determined by the department

and communicated to the student prior to the administration of the examination. Students must accept the grade assigned which, along with the credit earned, will be recorded on their permanent transcript. The maximum number of credits that may be earned by credit examination is 15. A fee is required for credit examinations. See the Financial Information section of this *Catalog*.

Exemption examinations enable students to waive a prerequisite by demonstrating an appropriate level of proficiency, which allows them to move to a higher level of study. The appropriate level of proficiency is determined by the professor who administers the examination. No credit or grade is earned.

Auditing Courses

A full-time student may audit courses at no additional charge. See the Financial Information section of this *Catalog* for the fees charged to part-time students. Students may audit only when space is available, the professor's permission is secured, and the registrar is informed. The professor will determine whether or not the auditor's work will be evaluated.

A change from audit to credit may be made at any time prior to the final date for adding courses. A fee adjustment will be made where applicable. No changes in audit/credit status are permitted after that time (see College Calendar).

Course Numbering

Course levels are indicated as follows:

- 100 Introduction to subject or survey of a discipline
- 200 Increased depth of study combined with application of theory
- 300 Analysis, synthesis, evaluation of theory or data
- 400 Creation of new ideas, behaviors or objects of art

Grading System

A four-point letter grade system is used to indicate student achievement. Each letter grade has the following numerical quality-point value:

| | | | | | | | | | |
|----|-------|----|-------|----|-------|----|-------|---|-------|
| A | = 4.0 | B+ | = 3.3 | C+ | = 2.3 | D+ | = 1.3 | F | = 0.0 |
| A- | = 3.7 | B | = 3.0 | C | = 2.0 | D | = 1.0 | | |
| | | B- | = 2.7 | C- | = 1.7 | D- | = 0.7 | | |

The Grade Point Average is calculated by multiplying the earned quality points for each course by the number of credit hours attempted for that course, then dividing by the total number of credit hours attempted.

- A, A- indicate exceptional performance. A high degree of critical thinking, reflection, application of knowledge, and creativity has been demonstrated. Writing and communication skills are highly developed. Requirements have been fulfilled, and extensive knowledge of facts and principles has been demonstrated.
- B+, B, B- indicate good performance. A substantial amount of critical thinking, reflection, and application of knowledge has been demonstrated. Writing and communication skills are well developed. Requirements have been fulfilled, and a substantial knowledge of facts and principles has been demonstrated, though clearly not at an A level.

| | |
|---------------|---|
| C+, C | indicate adequate performance. Critical thinking, reflection and application of knowledge have been demonstrated at a competent level. Writing and communication skills also are at a competent level. Requirements of the course have been fulfilled and an understanding of facts and principles has been demonstrated. |
| C-, D+, D, D- | indicate performance that is barely acceptable. Very little critical thinking, reflection, or application of knowledge has been demonstrated. Writing and communication skills often are inadequate. Some requirements may not have been fulfilled, and very little knowledge of facts and principles has been demonstrated. These are the lowest grades for which academic credit is given. A cumulative GPA at this level will place the student on academic probation and may eventually result in suspension. |
| F | indicates unacceptable performance. Little if any understanding of basic facts has been demonstrated and requirements clearly have not been fulfilled. No college credit is given for this grade. Students who withdraw after the deadline to drop a course with no penalty (see College Calendar) will receive a grade of F. |
| I | An Incomplete is awarded only in unusual or extenuating circumstances that are beyond the student's control. Prior to the end of a semester the student and professor must agree that an Incomplete is appropriate. The student will be permitted to satisfactorily complete the coursework until six weeks after the beginning of the following fall or spring semester. After that, work may no longer be submitted and the Incomplete grade will be changed to an F. It is the responsibility of the student to submit all relevant materials to the professor early enough so that a grade may be submitted to the Registrar's Office by 4:00 p.m. on the deadline date (see College Calendar). |
| W | Courses dropped between the first and ninth weeks will be indicated by a W on the student's grade report and transcript. A course dropped after this period, whether student or professor-initiated, automatically becomes an F. Students who withdraw from the college before the deadline to drop a course with no penalty (see College Calendar) will receive a W for their courses. |
| P | Pass in a Pass/Fail Course |
| NF | Failure in a Pass/Fail Course |
| WA | Administrative Withdrawal |
| CR | Credit Granted, no grade |
| AU | Audit (no grade or credit granted) |
| NR | No grade reported |
| NC | No credit granted |
| E | Exempt |
| [] | Repeated course. Only latest registration affects cumulative average (beginning June, 2001) |

Repeating Courses

Students may repeat any course as many times as they wish. In each case, the more recent grade is counted for the cumulative GPA, although all grades are recorded on the student's transcript. With programs that operate under specific guidelines from outside accrediting agencies it may be necessary to limit the number of times a student may repeat a course.

If a student does not earn the required minimum grade of C (2.00) in WRT 105 (Writing I), the course must be repeated by the third semester after the first attempt. If the required grade is not earned on the second attempt, WRT 105 must be retaken every semester thereafter, without exception, until a grade of at least C (2.00) has been achieved.

Pass/Fail Option

Students in most degree programs are allowed to take one free elective course each semester – a maximum of two per year – on a Pass/Fail basis. Major courses, minor courses, and liberal education courses must be taken for a letter grade. Prior to the end of the fourth week of fall or spring classes, students wishing to elect the Pass/Fail option must have permission forms signed by their professors, approved by their advisors, and submitted to the registrar. Forms are available in the Registrar's Office (see College Calendar for deadline).

Grade Appeal

Students who believe their final grade in a course does not accurately reflect their performance may appeal the grade. If a student disputes the final grade he or she receives and wishes to appeal the grade, these steps must be followed:

1. The student must discuss the disputed grade with the professor. Every effort must be made to resolve the dispute at this stage.
2. If no satisfactory resolution is possible, the student must have a conference with the academic dean. If after this conversation the student still wishes to pursue a grade appeal, the student must write a petition describing the facts of the case and explaining the basis of the dispute. This petition is addressed to the academic dean with copies to the professor and the department chair.
3. The academic dean asks the chair to meet with the professor and investigate the dispute. If the chair is the professor in question, the academic dean will ask another senior faculty member to carry out the investigation.
4. The chair (or senior faculty member) forwards a recommendation to the academic dean.
5. The academic dean reviews the facts of the case and the recommendation and makes a final decision.

Satisfactory Progress

Colby-Sawyer College recognizes that students progress through their academic careers at different rates. However, full-time students (minimum 12 credit hours) should complete the requirements for a baccalaureate degree within a six-year period and associate degree candidates should graduate within a three-year period. Extenuating circumstances may justify an extension to be given by the academic

dean. Part-time students (less than 12 credit hours) are expected to complete their degree requirements on a pro-rata basis. In order to complete a baccalaureate degree in four years, students should plan to enroll in at least 15 credit hours each semester.

Satisfactory Academic Standing

The standard for minimum satisfactory academic standing for all students is a 2.00 cumulative grade point average.

Class Standing

Class standing is determined by credit hours completed:

| | |
|--------------------|----------------|
| First-Year Student | 0-23 credits |
| Sophomore | 24-53 credits |
| Junior | 54-86 credits |
| Senior | 87-120 credits |

Academic Probation

Students whose cumulative grade point average is below the minimum standard will be placed on Academic Probation status and notified in writing of their probationary status. Academic Probation indicates that students must improve their performance or risk suspension or dismissal at the conclusion of the next academic semester.

Students on Academic Probation risk losing their financial aid or tuition-remission assistance. Students on Academic Probation must meet with their advisor and/or the director of academic affairs to plan a strategy to improve their academic performance. Students may reduce their course load, retake courses, and/or reduce their extracurricular commitments to improve their grades. In addition, they should take advantage of the services of the Academic Development Center.

Academic Suspension and/or Dismissal

The director of academic affairs and the advisor will closely monitor the progress of students on Academic Probation. Students on probation who do not achieve the minimum grade point average at the conclusion of the next semester are subject to suspension or dismissal from the college. Students whose semester performance is satisfactory but whose cumulative GPA remains unsatisfactory at the conclusion of the second semester following notification of probation also are subject to suspension or dismissal. A student whose grade point average is exceptionally low may be suspended or dismissed without having been placed on probation.

At the end of each semester, the academic records of students on probation are reviewed to determine whether they have attained the college's standards for satisfactory progress. If the students remain below the minimum standard, the director of academic affairs reviews faculty comments and considers any extenuating circumstances. The director of academic affairs then makes a recommendation to the academic dean as to whether or not suspension or dismissal is appropriate.

Students who are suspended are eligible to reapply to the college after a specific period of time, normally one year. Petitioners for readmission will be asked to furnish information in the form of transcripts or letters of reference which indicate the promise of being able to do satisfactory academic work at Colby-Sawyer. Decisions to

readmit will be made by the academic dean. Students who do not return to the college after a one- or two-semester suspension will be withdrawn from the college effective the last day of the semester for which they were enrolled.

Students who are dismissed from Colby-Sawyer may not be readmitted.

Appeals Process

Students who are suspended or dismissed from the college for academic reasons may appeal to the Academic Review Board for reversal of their suspension or dismissal.

Academic Review Board

1. Responsibilities: to review student petitions concerning academic appeals of notices of suspension, dismissal, or denial of a major, and to communicate its decision to the student.
2. Membership: Chair of the Academic Review Board, two faculty members from the Academic Review Board, assistant dean of students or designee, and director of academic affairs (ex-officio) or designee. The director of academic affairs will serve as the coordinator of the Academic Review Board.
3. Procedures:
 - a. Within 10 working days after the date of the notice, the student may petition in writing to the director of academic affairs to hold a hearing. The petition will contain any extenuating circumstances that the student believes merit consideration.
 - b. The director of academic affairs, in conjunction with the student, will set a hearing date.
 - c. The student has the right to appear before the Board in order to present a case. The student may be accompanied and assisted by an advisor who is a member of the college community.

Athletic Eligibility

All varsity team members must be full-time students (minimum 12 credit hours). A full-time student whose cumulative grade point average (GPA) reflects satisfactory academic standing (minimum 2.00 GPA) is eligible for participation in intercollegiate athletics. A student athlete must complete 24 credit hours during the previous year in order to be eligible for the following year. Athletic eligibility is monitored annually by the Athletic Department prior to the beginning of fall semester classes. Students who have not attained satisfactory academic standing prior to this time will be ineligible for varsity athletic participation. Also, students who have not earned enough credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the NCAA faculty athletic representative for athletic eligibility reinstatement.

Student Classroom Responsibilities

Students are expected to take an active role in their courses, which includes attending class, completing assignments on time, participating in classroom activities, and maintaining a satisfactory academic average.

At the beginning of each semester, professors are required to announce their expectations and grading policies, including those for attendance. A student who consistently fails to complete assignments, or who is excessively absent from class, may be withdrawn from the course by the professor. Written notification will be sent to the academic dean, the registrar, the advisor, and the student. Prior to this action, the professor will confer with the student whenever possible.

It is the student's responsibility to make arrangements with the professor as far in advance as possible when unavoidable situations prevent the student from meeting the course requirements and/or attending class regularly. If a student must be absent from class for an extended period, it is the student's responsibility to notify the professors and to provide information regarding the reason for the absence and the expected date of return to class. This notification is not to be construed as an "excused" absence for the student. The student is still responsible for arranging to complete the work missed.

Academic Honesty

Colby-Sawyer College is committed to high standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends on cooperation among students, faculty, and staff.

Forms of Academic Dishonesty

Plagiarism

Plagiarism is the submission of material as one's own work that is not the result of one's own effort. It is the use or imitation of the work of another author or artist and representation of the work as one's own. Examples include:

1. Quoting paragraphs, sentences, or parts of sentences from other sources without the use of quotation marks and without the use of citations. Sources include but are not limited to the following:
 - Printed sources such as books, essays, or articles
 - Video and audio sources, such as taped interviews or television programs
 - Papers, videotapes, and audiotapes by other students
 - Electronic sources such as Internet, World Wide Web, and CD-ROM
2. Paraphrasing pages, paragraphs, or sentences without acknowledging the source
3. Using other people's ideas without giving them credit
4. Writing a paper based on outside sources without using footnotes and a complete bibliography

A publication detailing proper documentation is available for purchase in the Campus Bookstore. The rules for documentation apply to written and oral work for all courses.

Cheating

1. Giving as well as receiving aid on papers, laboratory experiments, quizzes, and exams
2. Handing in papers that are the product of another person's work
3. Using notes during a quiz or exam without authorization to do so
4. Copying from another student's paper for an assignment or during a quiz or exam
5. Using one paper for two different classes without prior arrangement with professors involved

Responsibility of Students

1. Students are responsible for knowing what constitutes plagiarism and cheating.
2. Students are not permitted to submit the same paper or project for credit in more than one course without prior written consent of all faculty members and proper citation of the work itself. Students using elements of one of their prior papers/projects in a subsequent paper or project should properly cite the original. Occasionally, a student may wish to use the same research in the fulfillment of assignments for more than one course. In such cases, the student must obtain the permission of each of the professors involved.
3. No student shall procure without the written authority of the faculty member the questions or answers of any exam to be given at a subsequent time or employ unauthorized aids while taking an exam.
4. No student shall aid another in violating the academic honesty policy (sell a paper, take another's test, etc.)
5. Students and all members of the college community are expected to maintain high standards of academic integrity.

Responsibility of Faculty and Staff

1. Faculty and staff shall exercise caution in the preparation, duplication, and security of examinations.
2. Faculty shall take reasonable steps consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.

Procedures

If a faculty member believes the policy on academic honesty has been violated, the following procedures shall be followed:

1. The faculty member may choose to discuss the incident and/or the process to be followed with a department chair.
2. The faculty member discusses the incident with the student.
3. Responsive options
 - a. If the student admits violating the policy on academic honesty, or if the student is unavailable to discuss the incident with the faculty member, the faculty member may decide the penalty, which may include failure of the examination, assignment, or course. The faculty member will submit the student's

- name, a written description of the alleged violation, and the penalty to the academic dean and to the student. If the student admits violating the policy, she/he will acknowledge admission in writing to the academic dean.
- b. If the student denies violating the policy on academic honesty and the faculty member is not persuaded of the student's innocence, the faculty member will decide on the penalty, which may include failure of the examination, assignment, or course. The faculty member will submit the student's name, a written description of the alleged violation, and the penalty to the academic dean and to the student.
 - c. If the student is not enrolled in the class in which the alleged violation occurred (e.g., the student sold his/her paper from last term, or took a test for another student), the academic dean will discuss the incident with the student and take appropriate action.
4. In addition, the academic dean may investigate any matter involving academic honesty when he/she has additional information about previous violations concerning the student involved. The Administrative Hearing procedures may be used and other penalties may be levied.
 5. If an alleged violation took place in a class taught by the academic dean, then the academic vice president and dean of faculty will appoint a department chair (other than the chair of the department in which the academic dean taught) to assume the academic dean's role.

Records

Records involving cases of suspected academic honesty will be maintained in the academic dean's office.

Academic Honesty Appeals Process

Simple disagreement with a faculty member is not sufficient basis for an Academic Honesty appeal. An appeal may be granted when there is (1) reasonable claim of new evidence likely to have a significant effect on the outcome of the hearing, (2) evidence of significant irregularity in the initial sanctioning process, (3) and/or imposition of an inappropriate or excessive penalty.

A petition for appeal of a faculty decision must be submitted in writing to the academic dean within ten (10) days of written notification of the decision. The petition for appeal must be sufficiently detailed to allow for reasonable judgment on whether to grant the petition.

If an appeal is denied by the academic dean, no further institutional recourse is available. If an appeal is granted, the academic dean will assemble an Academic Honesty Appeals Board of an impartial group of faculty, staff, and students. The Board will consist of the academic dean (chair, non-voting), two faculty members, two students, and a staff member selected by the academic dean. In the event that a faculty and/or student feels that he/she should not participate in the hearing of a particular case, the academic dean can appoint other faculty and/or student members. A voting member of the Board is not permitted to abstain from voting once the facts and issues of the case have been presented. If the academic dean grants an appeal, a

hearing will take place within ten (10) working days unless the college is not in session, in which case, the hearing will take place as promptly as circumstances allow. During an Academic Honesty Appeals Board hearing, all parties will have the opportunity to present evidence and arguments relevant to the disputed decision.

An Academic Honesty Appeals Board hearing may result in one of the following actions: (1) confirmation of the original faculty decision, (2) confirmation of the original faculty decision and alteration of the original penalty, or (3) reversal of the original faculty decision and cancellation of the original penalty.

Burden of Proof/Evidentiary Standards

Formal rules of evidence do not apply; however, evidence must conform to basic standards of fairness. The accused is presumed innocent and the accuser must present sufficient evidence to demonstrate a violation of the Academic Honesty policies to a reasonable person. The Academic Honesty Appeals Board shall not consider written statements against a student or faculty member unless the student or faculty member has been advised of their content, the identity of those who made them, and has been given the opportunity to rebut unfavorable inferences which might be drawn from them. A simple majority is required for a valid finding and for sanctioning.

Hearing Advisor

A student or faculty member involved with an Academic Honesty Appeals Board hearing, either as a party or as a witness, may be accompanied during the hearing by an advisor from within the Colby-Sawyer College community, exclusive of legal counsel or members of the Academic Honesty Appeals Board. Such advisors may confer with the student or faculty member during the hearing but may not participate in the hearing or speak in place of the involved party.

Notice

An Academic Honesty Appeals Board will verbally notify the accused and the accuser of their decision on the day of the hearing. Written notification of the appeals decision will be returned to the accused and the accuser within five (5) days of the hearing.

Mid-Semester Grades

A professor may confer at any time during the semester with a student believed to be in academic difficulty. Mid-semester grades may be issued by professors to inform students of their progress in a course at mid-semester. Mid-semester grades are required for first-year students and for students whose mid-semester grade is below C. These grades are available to the student, academic advisor, and the director of academic affairs. Students should confer with both the professor and academic advisor in order to determine the best method of insuring their academic progress and success.

Adding and Dropping Courses

Students may add courses and make credit adjustments to variable credit courses until the end of the first full week of classes. Courses may be dropped without academic penalty until the eighth week of classes (see College Calendar). Courses

dropped between the first and ninth weeks will be indicated by a W on the transcript. A course dropped after this period, whether student- or professor-initiated, automatically becomes an F.

In all cases, the student must obtain the signatures of the professor and the advisor. Student-initiated course withdrawal is not considered official until the completed form is filed with the registrar. Until such filing, the student remains enrolled in the course and is responsible for fulfilling its requirements.

A professor wishing to recommend that a student drop a course provides written notification to the academic dean, the registrar, the advisor, and the student.

Part-time Status

If students change from full-time (at least 12 credit hours) to part-time status either prior to the beginning of a semester or during a semester, the following may be affected: campus housing, financial aid, health and counseling services, health insurance, athletic eligibility, tuition and fees, and F-1 student immigration status. Please contact the appropriate offices for specific details.

Examinations

Professors may choose to evaluate student learning at any time. It is customary to inform students of examinations at least one week in advance. No examinations, however, will be given during the final week of classes of the fall and spring terms.

Leave of Absence Policy

Colby-Sawyer allows students to interrupt their study for two semesters for an Educational Leave of Absence (ELOA). Students may apply for an ELOA to study at another approved institution here or abroad and request that the grades and credits be accepted by Colby-Sawyer College.

Colby-Sawyer College's registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) in each course to receive transfer credit. Grades for transferable academic credits earned at accredited institutions during the leave will become part of the student's permanent record and cumulative grade point average. It is the student's responsibility to provide Colby-Sawyer College's registrar's office with an official transcript for courses taken at another college or university.

An ELOA does not affect the completion of college residency or academic requirements. An approved leave assures that degree requirements of the program in which the students are enrolled will remain unchanged for them or will be negotiated as appropriate. However, it does not guarantee the student's return to the residence hall occupied prior to the leave.

Application for an Educational Leave of Absence

Students who choose to take an ELOA should have an exit interview with the director of academic affairs and complete the Application for an Educational Leave of Absence. Also, students must have exit interviews with other appropriate offices. Applications are available from the office of academic affairs. The academic dean must approve an ELOA in advance.

Returning from an ELOA

Students who plan to return to the college after an educational leave of absence must register for courses for the fall semester by June 1 or by January 1 for the spring semester. Students who do not register for courses by these dates will be withdrawn from the college effective the last day of the semester for which they began their ELOA.

It is the student's responsibility to contact the following offices prior to returning to the college: Registrar, Business, Financial Aid, Residential Education (if a resident student), and International Students (if a F-1 student).

Withdrawal Policy

Enrolled students who withdraw during a semester before the deadline to drop a course with no penalty will receive a W for their courses. Students who withdraw after the deadline to drop a course with no penalty but before the semester ends will receive a grade of F in each of their courses. See the College Calendar for specific dates.

Students who do not register for courses for the fall semester by June 1 or by January 1 for the spring semester will be administratively withdrawn from the college effective the last day of the semester for which they were enrolled.

Student-Initiated Withdrawal

Students who *choose* to withdraw from the college should have an exit interview with the director of academic affairs and complete the Application for Withdrawal form.

Suspension

The college reserves the right to place students on an administrative suspension for academic, behavior, financial, social, or medical reasons. Students who are suspended from the college will be administratively withdrawn. Students who wish to return to the college should refer to the procedures below.

Dismissal

Students who are dismissed from Colby-Sawyer will be administratively withdrawn and may not be readmitted.

Procedures for Returning from a Withdrawal

Student-Initiated

A student who wants to re-enroll within one year after a student-initiated withdrawal must submit a written request for reinstatement to the registrar's office. Students who want to return after one year away from the college must re-apply to the college through the admissions office.

Administrative Withdrawal

Students who are suspended are eligible to re-apply to the college after a specific period of time. Students who plan to return to the college from an administrative suspension must submit the appropriate documentation to the dean of students and/or the academic dean before being reinstated. Decisions to readmit will be made by the appropriate administrative staff member.

Transcript Policy

Official transcripts are maintained by the registrar's office on all academic work attempted at Colby-Sawyer College. Transcripts may be obtained from the registrar's office upon written request of the student. In compliance with federal laws designed to protect privacy, transcripts are not released without the student's authorizing signature. Generally, a reasonable number of transcripts will be issued free of charge, but the registrar's office reserves the right to charge \$3 per copy for requests of more than two transcripts to the same address. Transcripts will not be furnished for students or former students whose financial obligations to the college have not been satisfied. Requests for transcripts must include the student's signature and dates of enrollment at Colby-Sawyer College and be sent to: Registrar's Office, Colby-Sawyer College, 541 Main Street, New London, NH 03257

Academic Renewal

A Colby-Sawyer College student who withdraws and then re-enrolls after a period of five years or more may elect to apply for Academic Renewal.

If a student applies for and is granted Academic Renewal, coursework previously taken at Colby-Sawyer will be evaluated in a manner consistent with the college's policy for transfer students. In such cases, only courses in which a grade of "C" or higher was earned will be accepted toward graduation, and the student's transcript will reflect only the total number of credits accepted. It will not reflect course titles or grades, nor will the student's earlier work be included in the calculation of GPA. Courses with grades below "C" will not count toward the student's degree. If any of those courses are required in the student's major, they must be retaken in order to qualify for a degree.

If a student does not apply for Academic Renewal, all grades and credits previously earned at Colby-Sawyer College will carry forward and be applied as appropriate to a student's intended major.

Students wishing to apply for Academic Renewal must do so prior to the start of their first semester of re-enrollment. Applications for Academic Renewal may be obtained in the registrar's office and must be approved by the academic dean, department chair, and the registrar. A student may receive only one Academic Renewal during his/her studies at Colby-Sawyer. A minimum of 30 credits toward graduation requirements must be earned at Colby-Sawyer College after renewal is granted.

Selection of Major and Major Acceptance

Students must be officially accepted into a major through Major Acceptance. They should select a major based on their interests, abilities, and career goals. Students must then apply for acceptance into the major of their choice by submitting the Major Acceptance Form to the appropriate department chair. Acceptance requires that a student has earned a minimum of 2.00 cumulative grade point average and fulfilled the requirements specified by the major department. The application forms are available from the office of academic affairs. Within a month of the receipt of the application and faculty recommendation, the director of academic affairs notifies the student in writing of the department's decision. The successful completion of Major Acceptance formalizes a student's entry into a baccalaureate major.

It is strongly recommended that students apply for Major Acceptance before the semester in which they will complete 54 credits. A student whose candidacy is not approved by the department may submit a second application after all the requirements have been fulfilled. Students must apply for Major Acceptance before the semester in which they will complete 86 credit hours. *A student who has earned 86 credit hours and whose candidacy has not been approved by the department may not register for courses at the college for the next semester.* It is the student's responsibility to ensure that the application is complete and submitted by the deadline listed on the College Calendar.

Double Major

Sometimes students wish to pursue two major programs rather than select a single major and a minor. Occasionally this is possible, although students are strongly cautioned against this choice unless they are willing to accept the possibility of taking more than four years to graduate. Students who intend to pursue two majors must work out a plan with their advisor and the chair from each major's department. The plan should provide detail of how the requirements will be met for each major. The student should submit the plan, including a statement of approval from the advisor and the appropriate department chair(s) to the academic dean.

No more than four courses completed to satisfy the requirements for one major may be counted toward the requirements for the other major. The student's transcript will list each degree and major. A student will receive two diplomas if the degrees are different, but only one diploma if the degrees are the same.

Release of Educational Records

Colby-Sawyer College releases educational records in the form of grade reports to the parents or guardians of dependent students (as defined by the Internal Revenue Code). Students over 18 years of age and independent who wish their educational records released to parents or guardians must sign a waiver form made available by the academic dean. Such waivers must be signed each academic year. Annually, the academic dean will provide all students with a form asking them to specify if they are dependent or independent and to designate the correct names and addresses to which grade reports are to be sent.

Annual FERPA Notification to Students

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, dean, or appropriate college official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to

amend a record that they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the college in an administrative, supervisory, academic, or support staff position (including campus safety and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. In addition, the college expressly reserves the right to release information about a student to parents, guardians, or other appropriate persons when necessary to ensure or protect the health, safety, and well-being of the student or other persons.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information Public Notice

At its discretion Colby-Sawyer College may provide directory information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Colby-Sawyer College includes the following: student's name, city and state of permanent residence, college address, college telephone number, college e-mail address, major field of study, enrollment status, grade level, date and place of birth, participation in officially recognized activities and sports, dates of attendance, degrees, honors, and awards received, and most recent education agency or institution attended.

Students may withhold directory information by notifying the academic dean in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. The initial request may be filed at any time. Requests for non-disclosure will be honored by the college for no more than one academic year. Re-authorization to withhold directory information must be filed annually in the academic dean's office within the first two weeks of the

fall semester. Please note, however, that if a student, at his or her last opportunity as a student, requested that directory information not be disclosed, the college will continue to honor that request until informed to the contrary. Colby-Sawyer College assumes no liability as a result of honoring a student's instructions that directory information be withheld.

Honors and Awards

Graduation Honors

Students graduate cum laude, magna cum laude, or summa cum laude, according to the following minimum requirements:

| | |
|------------------------|--|
| cum laude | Cumulative grade point average of 3.50 to 3.64 at the time of graduation |
| magna cum laude | Cumulative grade point average of 3.65 to 3.79 at the time of graduation |
| summa cum laude | Cumulative grade point average of 3.80 or higher at the time of graduation |

Academic Awards

Alpha Chi Award

This award is given to a graduating Alpha Chi student who, in the opinion of the members of Alpha Chi and the Alpha Chi Associates, best exemplifies the ideals of the society, truth, and character through work at the college in support of chapter activities.

Associate Degree Academic Award

The Associate Degree Academic Award is presented annually to the associate degree graduate who ranks highest in scholarship in his or her class. The recipient must have a cumulative grade point average of at least 3.00 and be a full-time student who has completed at least 50 percent of the credits for graduation at Colby-Sawyer.

Athletic Academic Honor Roll

In the fall of 2002, the Athletic Department instituted the Athletic Academic Honor Roll. Each semester the director of athletics and the faculty athletics representative publicly recognize student athletes who have earned a 3.00 GPA or higher for a term.

Baccalaureate Awards

Baccalaureate awards are presented to the graduating students in each baccalaureate program who are selected by the faculty for their interest and excellence within the major. The Dr. Margaret "Marnie" Kurtz Award is given to a student whose major is Business Administration, the Carl M. Cochran Award is given to a student whose major is English, and the Grace Adella Sheldon Graves Award to a student whose major is Nursing. Recipients must be full-time students and have completed at least 50 percent of the credits for graduation at Colby-Sawyer.

Class Academic Awards

Awards are given by the college each fall to the rising sophomore, junior, and senior who rank highest in scholarship in the appropriate class. In each case, the recipients must be full-time students and have completed at least 50 percent of their credits at Colby-Sawyer.

Richard Crosby Memorial Award

This award, established in 1976 in honor of Professor Crosby, a member of the English Department from 1952-1976, may be awarded annually to a student for excellence in British Literature.

Gula Graves Plummer Award

This award is given to the student or students who have distinguished themselves through the exercise of spiritual and/or moral leadership in the college community or through academic work informed by their religious commitments.

Scholar-Athlete Award

The Wynne Jesser McGrew Senior Scholar-Athlete Award may be given to the graduating female senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

The Senior-Scholar Athlete Award may be given to the graduating male senior who, in the opinion of the Athletic Advisory Council, has made significant contributions to both the scholastic and varsity programs of the college.

The James Duane Squires Book Award

The James Duane Squires Book Award was established in December 1996 to honor former Colby-Sawyer College professor, James Duane Squires. Professor Squires was a faculty member from 1933 to 1970 and served as chair of the social sciences department for all but two of those years. He also served as director of public affairs for many years. This award is presented by the academic vice president and dean of faculty based upon recommendations made by faculty members. The goal of the award is to recognize and honor students' specific academic performances above and beyond expectations.

Edith Stockman Ruettinger Award

This award is named in honor of a member of the class of 1932. Each fall, it is presented to a female student in the Liberal Arts Program who is continuing her education toward a bachelor's degree. The recipient is selected by the academic dean and the dean of students on the basis of scholarship, character, future goals, and need.

Guy Floyd Williams Award

This award may be presented to a graduating senior majoring in science who has helped to maintain and perpetuate the ideals of the college during the graduate's years at Colby-Sawyer and who, through appropriate conduct, scholarship, and decorum, has exemplified the spirit of the college.

David H. Winton Baccalaureate Award

This award is named in honor of a longtime trustee, chair of the board, and benefactor of Colby-Sawyer College. Each year it is presented at Commencement to the graduating baccalaureate student who ranks highest in scholarship in his or her class. The recipient must be a full-time student and have completed at least 50 percent of the credits for graduation at Colby-Sawyer.

Service and Leadership Awards

Colby-Sawyer Award

This award is given by the college to that graduating student who, in the opinion of the faculty, best exemplifies the ideals of the college in personal dignity, intellectual growth, contribution to campus life, and constructive influence upon other students.

Colby-Sawyer College Distinguished Service Awards

These are awarded to students who have made a distinguished contribution to campus life through significant services to a particular organization or a major campus event. The students consistently support, encourage, or guide a range of organizations or activities.

Graduate Award

The Graduate Award is presented to the member of the preceding graduating class whose character and influence most constructively affected the majority of the senior class members. This award was established by Mrs. J. Thaddeus Hildreth, mother of Elizabeth Hildreth Cameron, class of 1933, and grandmother of Judeen Cameron Barwood, class of 1958.

Ann Gulick Award

Established in memory of a member of the class of 1954 by her classmates, this award is presented each fall to the sophomore student who best exemplifies, through voluntary service, the qualities of reliability, loyalty, and unselfishness. The recipient of the award is chosen by vote of the sophomore class.

Key Association Award

The Key Association Award is given annually to that graduating Key member who exemplifies the very best qualities of the Key Association Tour Guide. He or she must be responsible, articulate, and enthusiastic and display a strong sense of pride and enthusiasm to visitors to our campus.

Senior Achievement Award

This award is presented each year to two graduates, one male and one female, who have distinguished themselves through leadership in the co-curricular life of the college.

Barbara Johnson Stearns Award

Established in honor of a member of the class of 1932, this award honors senior female and male students who have demonstrated exemplary leadership and dedication to the college community.

Honor Societies

Dean's List

At the end of the fall and spring terms, the college publicly recognizes those students who have distinguished themselves through their superior academic achievement by placing their names on the Dean's List. To qualify, students must achieve a grade-point average of 3.50 or better while carrying a minimum of 12 credit hours in graded courses. Courses graded Pass/Fail may not be included as part of the 12 credit hours.

Alpha Chi

The Colby-Sawyer Chapter of this national honor society recognizes the academic achievement of juniors and seniors. To be eligible for membership, a student must rank in the top ten percent of the junior or senior class and demonstrate the Alpha Chi values of truth and character. Each candidate must have completed at least one-half of the credits for graduation and have been enrolled as a full-time student at Colby-Sawyer College for at least one academic year prior to election.

Alpha Chi Associate membership is awarded to sophomores who have completed at least 24 credit hours (one-half at Colby-Sawyer) with a 3.50 or higher cumulative grade point average and demonstrate the Alpha Chi values of truth and character. These students participate in all Alpha Chi activities and serve as associates during their sophomore year only. In order to become regular members of the society, they must fulfill the appropriate Alpha Chi eligibility requirements for junior and seniors.

Further information about Alpha Chi membership and activities is available from the society's faculty sponsor or the office of the academic dean.

Psi Chi

The Colby-Sawyer chapter of Psi Chi, the National Honor Society in Psychology, was installed in 1999. The purpose of this honor society is to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of psychology. To be eligible for membership, a student must rank in the top 35 percent of the class, have a minimum cumulative GPA of 3.0, have completed at least three college semesters and nine credits of Psychology courses with a minimum GPA of B (3.0) in those courses, and be enrolled in a program of study with strong psychological content (for example, Psychology or Child Development majors and Psychology minors). Further information is available from the society's faculty sponsor at Colby-Sawyer College or from the organization.

Colby-Sawyer College Honor Society for Nursing

The Colby-Sawyer College Honor Society for Nursing was founded in the fall of 2000, as a first step in becoming a chapter of the Sigma Theta Tau, the international honor society in nursing. Sigma Theta Tau is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Although chapters are housed in institution of higher education, active members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Undergraduate nursing students

may be invited to become members of the honor society if they have completed one-half of the nursing curriculum, have a minimum GPA of 3.0, rank in the upper 35 percent of their graduating class, meet the expectation of academic integrity, and obtain two endorsements. For further information about the Honor Society or Sigma Theta Tau, contact the faculty sponsor.

Academic Support Services

Academic Advising

Opportunities for educational planning are provided to assist students in realizing the full value of their college experience. All Colby-Sawyer students have an academic advisor who takes a personal interest in their progress. This advisor confers with the student at regular intervals, giving advice on both academic and career matters, including the choice of a career or graduate school. In addition, the advisor can provide assistance if further academic, career, or personal counseling is needed and can make the necessary referrals. While students have the responsibility for successful completion of degree requirements in their chosen field of concentration, advisors assist in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

Academic Development Center

The Academic Development Center is a tutoring facility designed to provide all Colby-Sawyer College students with academic support services. Staffed by a director, a learning specialist, part-time professional tutors, and student academic counselors, the Center offers individualized tutorials in specific courses as well as in writing, time management, and academic skills. The goal of staff members is to help students at all levels of academic achievement reach their full intellectual potential. Tutorials are free of charge to Colby-Sawyer students and can be set up on a regular basis or by making appointments as needed.

Students with Learning Disabilities

Colby-Sawyer College welcomes qualified students with learning disabilities. Academic accommodations are provided for these students to assure accessibility of all college programs. Documentation is reviewed and accommodation services are coordinated by the learning specialist at the Academic Development Center in James House. These services are provided by the college free of charge. Copies of the college's policies and procedures and additional information are available from the Academic Development Center.

Student Academic Counselors

Student Academic Counselors comprise the peer-tutoring staff at the Academic Development Center. They are selected and trained to conduct individualized tutorials in specific courses as well as in general areas such as writing and study strategies. Their services are free of charge to Colby-Sawyer students.

Career Development Center

The Harrington Center for Career Development and Community Service is staffed by professionals who offer a variety of services to students. The Center has career exploration and job placement resources as well as information concerning internship sites for students, job listings, and community service opportunities. The staff of the Harrington Center also co-administers the college's student-employment program, trains student employees and supervisors, and maintains personnel files on student employees.

Students are encouraged to follow a planned succession of activities that help them assess their interests and abilities, coordinate majors with career fields, participate in videotaped interview practice sessions, conduct long-range graduate school planning, and identify internship and community service opportunities to enhance their job-search success. Upon completion of college, students should be able to identify and achieve goals, make well-informed decisions, and implement appropriate and professional job-search strategies.

Students have access to FOCUS on the Web, a computerized guidance program that helps students develop a model for career decision making. FOCUS on the Web contains the latest information about work activities, job entry requirements, salary levels, work conditions, market outlooks for over 2,000 occupations. Other computerized resources include GRE test preparation programs, on-line job vacancy lists called Jobline, alumni career-volunteer database, internship opportunities, and Career Search, a searchable database of over 1.5 million large and small employers.

The Center also sponsors Career Panels that give students the opportunity to learn from alumni and other professionals about various careers, and a community service program that includes visiting the elderly, tutoring at local schools, Habitat for Humanity work, Special Olympics, and various human-service activities.

The Harrington Center Web site provides students and alumni with up-to-date information on all programs and services offered by the Center, plus online resources and links to enhance job-search opportunities.

Special Academic Programs

English Language and American Culture Program

Through all of its programs, Colby-Sawyer College encourages students of varied backgrounds and abilities to realize their full intellectual and personal potential so that they may gain understanding about themselves, others, and the major forces shaping our rapidly changing and pluralistic world.

To this end, the college has committed itself to attracting international students to Colby-Sawyer and to preparing and supporting them as they pursue an American college education. This preparation and support are provided by the English Language and American Culture Program. Students enrolled in the English Language and American Culture Program are eligible for all the college's services and are further supported through a program of advising which is designed especially for international students.

The **English Language** component of the program provides classes in English as a Second Language (ESL) to prepare students to be able to study successfully at Colby-

Sawyer College. The ESL courses carry academic credit that may be applied toward graduation in the same way that modern language study earns elective credit.

- ESL courses are designed to serve students who have achieved 500 on the TOEFL test but need to strengthen their English academic skills

The **American Culture** component provides international students with:

- advice concerning immigration and tax regulation
- help with issues and problems which arise from living in a new culture
- native English-speaking conversation partners
- opportunities for educational field trips and social activities
- home stays with English-speaking hosts
- on-campus residential experiences that maximize the possibility of learning English and understanding American culture

Wesson Honors Program

The Honors Program was established in the academic year of 1994-95 (and revised and named the Wesson Honors Program in 2002-2003) to allow highly motivated students to pursue advanced interdisciplinary study throughout their four years at Colby-Sawyer by providing opportunities for in-depth learning and challenging discussion. The Wesson Honors Program undertakes, in addition, the creation of an environment in and out of the classroom that acts as a catalyst for academic and creative pursuits across the college.

Entering students are admitted to the program based on superior academic performance in high school or at another college, and expressed interest in the program. Current students who are on the Dean's List (GPA 3.5 or higher) or who express strong interest in the program may also apply to the coordinator of the Wesson Honors Program for admission. In order to continue in the program, students must earn Dean's List status at least every other semester.

The honors curriculum is composed of elective courses with the honors designation. Each semester, the faculty offers several interdisciplinary courses for students in the Honors Program or other students who successfully petition for entrance. In order to be offered as part of the honors curriculum, a course must adopt an interdisciplinary focus, use a seminar/discussion format, assign primary sources and advanced readings, and incorporate a research component. In addition, honors students may also propose one course in the regular curriculum to be designated as an honors course by contract with the professor. Honors courses usually enroll 8-15 students with 20 as the upper limit.

Students entering the Wesson Honors Program are encouraged to enroll in the Honors Pathway Seminar to begin their participation in the program and advance toward an Honors Certificate at graduation. In order to receive an Honors Certificate, a student must complete the Honors Pathway sequence in the first and second year (6 credit hours), three additional honors courses, or two honors courses and one honors contract (9 credit hours), and an Honors Capstone.

The Wesson Honors Program maintains an affiliation with the National Collegiate Honors Council and mirrors its high academic standards. Additional information is available from the honors coordinator (honors@colby-sawyer.edu).

Student Exchange

The New Hampshire College and University Council

Colby-Sawyer College is a member of the New Hampshire College and University Council, an academic consortium which includes Daniel Webster College, Franklin Pierce College, Keene State College, New England College, Plymouth State College, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire.

Altogether more than 20,000 students are enrolled in consortium institutions. These students are able to benefit from student and faculty exchange, special workshops and seminars, enlarged library resources, and full- and part-time study on other consortium campuses.

Qualified students, with appropriate approval of the registrar, may enroll in one or more courses or for the fall or spring semester (excluding summer) in residence at one of the NHCUC institutions listed above on a space-available basis. Such study is considered Colby-Sawyer sponsored and may be used to meet the Residence Requirement. The registrar must approve all courses prior to enrollment and students must earn a minimum grade of C (2.00) to receive transfer credit. Credit hours and grades will be recorded on the student's transcript and calculated into the student's GPA.

No extra financial charge is made other than special course fees, such as laboratory fees. Students must provide their own transportation and, when applicable, must make their own arrangements for room and board at the institution they intend to visit. The consortium network of schools offers the variety of courses usually found only on a large university campus but retains the small-college environment with respect to academic support, residency, social life, and student development opportunities.

Internships Across the Curriculum

In keeping with its mission to integrate the liberal arts and sciences innovatively with career preparation, Colby-Sawyer offers opportunities to gain practical experience in a chosen field through internships in a wide range of organizations.

Internships are field experiences designed to provide a student learning opportunity under collaborative supervision among Colby-Sawyer faculty, staff, and work-site professionals. Internships offer the opportunity for students to enhance their academic programs with work experience related to career interests in business, industry, government, healthcare, sports, science, education, human services, plus many other opportunities in a national or international setting.

It is strongly recommended that each student take an internship while enrolled at the college. Programs in education, athletic training, and nursing have specific certification and accreditation requirements and related information can be found in their respective sections.

Internships are arranged through the Harrington Center for Career Development and Community Service with approval and evaluation by faculty sponsors. Specific information on policies and procedures as well as student, faculty sponsor, and career development responsibilities is available from the Harrington Center.

Rationale

Internships Across the Curriculum support the mission of the college to “combine the values of liberal studies in the traditional arts and sciences with those of professional preparation.” Yearly placement survey results show that Colby-Sawyer students consistently achieve employment and graduate school goals in areas related to their majors. It is evident in feedback from employers that the amount of internship experience our graduates have had during their course of study is what makes them stand out from other candidates.

Eligibility Requirements

Any matriculating student is eligible for an internship provided that the student:

- has earned enough credits for sophomore status
- has submitted a résumé and Internship Application form to the Harrington Center
- has satisfactorily completed a pre-internship seminar instructed by the Harrington Center
- meets the criteria established by the college and by each discipline for participation and has department approval
- has a different experience for each subsequent internship (i.e., no family members, no former supervisors, meet academic qualifications if necessary, etc.)
- has a college-approved on-site supervisor.

Guidelines

Each department may have established prerequisites for students wishing to undertake internships. However, the following general guidelines are:

- that students must register for each internship with the registrar’s office
- that internships may or may not carry credit
- that internships numbered 285 and 485 will be graded on a pass/fail basis
- that 40 site-directed hours equals one credit
- that internships are either 285 (exploratory) or 485 (advanced)
- that internship credit is limited to a maximum of 15 credits towards graduation
- that in a given semester, a student may take only one internship
- that the internship will be a different experience each time for each student
- that an interdisciplinary internship (INT 285) is available

Teaching Assistantships

Qualified juniors and seniors may apply to work with faculty members as teaching assistants in 100- and 200-level courses. If they are accepted for an assistantship, students enroll in the course designated 480: Teaching Assistantship, in the relevant academic area.

The teaching assistantship course allows students to participate in the instructional development of a course and to learn about teaching methodologies and course development. The teaching assistant has definite instructional responsibilities in the class as well as instructional component in which the assistant learns how to

teach. The assistant engages in regular discussions with the faculty member concerning the course and teaching methodology. The rules governing assistantships are listed below:

- A student may earn up to three credit hours for teaching assistantships. This can be done in one three-credit course or in any combination.
- Course credit toward major or minor requirements is a departmental decision.
- The course will be graded unless the student chooses the pass/fail option.
- The credit hours granted should follow regular guidelines for the department and may differ with the nature of the course (lecture, laboratory, studio).
- Teaching assistantships are limited to juniors and seniors.
- The assistant must work in a 100- or 200-level course.
- The student must have received a B (3.0) or better in the course or its equivalent.
- The student must have a minimum 3.0 cumulative grade point average.

Independent Study

Courses numbered 295, 395 and 495 may be developed by students in subject areas not ordinarily offered at the college. However, not all departments offer all levels of independent study. The distinction among levels depends on the focus of the proposed course, the amount of previous work done in the field, and the extent of student independence. In general, the higher the level, the greater the expectations.

Independent study courses may not be used to meet major requirements.

Proposal forms and guidelines are available in the registrar's office and from the faculty. Completed proposals should be submitted, with departmental approval, to the academic dean during the normal registration period for the next semester. Under special circumstances, the academic dean may extend the period for submission of independent study proposals, but in no case will proposals be accepted after the third day of the first week of classes of the fall and spring semesters.

Study Abroad

Students are strongly encouraged to study abroad at some time during their undergraduate years. Colby-Sawyer is an Institutional Associate of the Institute for Study Abroad of Butler University. The Institute offers programs for study abroad in countries such as: Argentina, Australia, Chile, Costa Rica, Cuba, England, Ireland, New Zealand, Northern Ireland, and Scotland.

Courses taken at another college or university must be pre-approved for granting transfer credit by Colby-Sawyer's registrar.

Michael Alexander Weiner Fellowship

The Michael Alexander Weiner International Fellowship is a competitive program that gives one or two students per year a grant on their return from travel abroad. This fellowship is an opportunity to frame what students will learn while abroad with an eye to how that experience might contribute to the Colby-Sawyer College community, especially within the academic program.

This fellowship is open to eligible sophomores and juniors who will be returning to Colby-Sawyer College for at least one year of full-time matriculation. Students must have a minimum cumulative grade point average of 3.0 or better. Students must submit a letter of application to the director of academic affairs and international programs by October 15 for spring semester study abroad or February 15 for fall semester study abroad.

The director of academic affairs and international programs has information on these and other opportunities that allow students to earn college credit for a semester, year, or summer program. Students interested in study abroad should start their planning as soon as possible in their first year. Colby-Sawyer financial aid eligibility does not extend to these programs. However, students may be eligible for other scholarships and federal aid.

ROTC Programs

Students attending Colby-Sawyer College may enroll in Air Force or Army Reserve Officer Training Corps at the University of New Hampshire. Students should be aware that not all ROTC courses will carry transfer credit. The registrar should be consulted prior to course enrollment. ROTC scholarships are offered on a competitive basis. Scholarships may pay full or part of tuition, mandatory university fees, and required textbooks for all courses. More specific information can be obtained by contacting the Recruiting Officer at the University of New Hampshire, Durham, NH 03825, or by calling Air Force ROTC (603) 862-1480 or Army ROTC (603) 862-1460.

**ADMISSIONS
AND
FINANCIAL AID**

Admissions

Colby-Sawyer welcomes applications from students who will benefit from and contribute to the educational environment of the college, which is based on a commitment to excellent instruction and personalized faculty-student relationships. The Admissions Office selects those candidates who demonstrate academic ability, intellectual curiosity, motivation, self-initiative, and leadership potential. The college actively seeks diversity in its student body, and no person is excluded on the grounds of race, color, gender, religious preference, disability, age, sexual orientation, or national and ethnic origin.

Admissions Requirements

The primary factor in the selection process is a careful review of the applicant's high school transcript. The college requires that prospective students present at least 15 units of college preparatory work, including four years of college-preparatory English, three years of mathematics, two years of the same foreign language, three or more years of social studies, and two or more years of a laboratory science. The Admissions Office also places emphasis on the results of standardized testing, the required essay, counselor and teacher recommendations, and extra-curricular activities. A personal interview with a member of the admissions staff is highly recommended.

Students who apply for admission to the college with the intention of pursuing a major in Nursing are strongly encouraged to have three years of college-preparatory laboratory sciences, including biology and chemistry.

Applicants whose academic preparation does not include the required college preparatory coursework may also apply. They must, however, present other evidence which will support their ability to master college-level work.

Campus Visit Program

Students and their families are invited to visit the campus either during the week or on scheduled Saturdays. Because there are no Saturday classes, a weekday visit allows visitors to observe the college in action.

During the fall and winter months, there are several days set aside for Colby-Sawyer College Discovery Days. On these days, a prospective student is paired with a Colby-Sawyer host to experience "a day in the life of a CSC student." With his or her host, the student will attend class, visit residence halls, eat lunch in our dining hall and browse through the campus bookstore. The Admissions Office also sponsors a Fall Open House in October and Spring Open Houses for Accepted Students in April.

To arrange your visit to Colby-Sawyer College, please call the admissions office at 1-800-272-1015 or 603-526-3700 or e-mail: csadmiss@colby-sawyer.edu.

Admissions Procedures

The following guidelines are offered to assist students who wish to apply for admission to Colby-Sawyer College:

1. **Application:** Current application forms may be obtained from a high school guidance counselor, transfer counselor, or from the Admissions Office at Colby-Sawyer College. Applicants may apply electronically or download the PDF version of the Colby-Sawyer Application for Admission at www.colby-sawyer.edu. Colby-Sawyer also accepts the Common Application Form.

Applicants should complete the application form including the required essay and mail or deliver it with the non-refundable application fee of \$40 to:

Admissions Office
Colby-Sawyer College
541 Main Street
New London, NH 03257

- 2. Transcript:** Applicants should ask their secondary school guidance office to send an official transcript that includes the first marking period grades of the senior year to the Admissions Office. A student who has attended another college must send an official transcript to the Admissions Office along with a college catalog that contains descriptions of all courses taken.
- 3. Recommendations:** Students are required to provide two academic recommendations with the admissions application: one from a guidance counselor and a second from a teacher.
- 4. SAT or ACT Test Results:** Test results from the College Examination Board Scholastic Assessment Test (SAT) or the American College Testing (ACT) Program are required. The scores from these examinations should either be sent directly from the test center to the Admissions Office or should be included on an applicant's official transcript. The Colby-Sawyer College number for the SAT is 3281; for ACT it is 2506. The test should be taken early in the candidate's senior year, although it is recommended that students take the test in their junior year. By beginning the process during the spring of their junior year, students have ample time to retake the test during the fall of their senior year should they choose to do so.
- 5. Acceptance:** Beginning in December, the admissions committee reviews applications as they become complete, and students are notified as soon as a decision is made. Accepted students are asked to confirm their intention to attend Colby-Sawyer by forwarding an enrollment deposit of \$400. This deposit is refundable until May 1. At the time of enrollment, applicants must have a high school diploma or the equivalent.
- 6. Early High School Graduates:** Colby-Sawyer is pleased to consider applications from students who have completed three years of high school, provided high school graduation requirements have been fulfilled. Application procedures are the same as those outlined above, and it is expected that candidates will present evidence of strong support from their guidance counselor and/or principal.

Early Notification Program

Students with a 3.3 GPA and 1100 SAT or 24 ACT score are eligible to apply to the Early Notification Program. Students accepted under this program will be awarded a four-year, renewable \$5,000 Presidential Scholarship. Applications for Early Notification admission must be submitted before December 15. Students will be notified by the end of December of their Early Notification admissions decision. This is a non-binding acceptance; applicants will have until May 1 to make their enrollment decision. Applications not accepted as part of the Early Notification Program will be reviewed as part of our regular applicant pool.

Early Honors Program

Students with a 3.5 GPA and 1150 SAT or 25 ACT score are eligible to apply to the Early Honors Program. Students accepted under this program will be awarded a four-year, renewable \$6,000 Honors Scholarship and automatically are enrolled into the Honors Program. Applications for Early Honors admission must be submitted before December 15. Students will be notified by the end of December of their Early Honors admissions decision. This is a non-binding acceptance; applicants will have until May 1 to make their enrollment decision. Applications not accepted as part of the Early Honors Program will be reviewed as part of the regular applicant pool.

Advanced Placement

Colby-Sawyer College recognizes meritorious secondary school work by granting advanced placement and/or credit for those who have taken enriched or accelerated courses before entering college. Applicants qualify for credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests or through the College-Level Examination Program. Credit will be given if a score of three or higher is achieved. For further information regarding credit for advanced placement courses/tests, please contact the Registrar's Office at 603-526-3673.

Deferred Admission

Admitted students who have submitted their enrollment deposit of \$400 are eligible to delay their college attendance up to two semesters under the Deferred Admissions Plan. Applicants are encouraged to apply for admission during their senior year of high school and to request a deferral after acceptance. If not already forwarded, the Deferral Request should be accompanied by an enrollment deposit of \$400, which is not refundable after May 1 of the year of initial acceptance. The Deferral Request also should include the student's plans for this period of time.

Re-enrolling Students

Except for those on official leaves of absence, any previously enrolled student who has been away from the college for more than one year must reapply through the admissions office. Students on official leaves of absence or who have been away from the college for less than one year should contact the Registrar's Office.

International Students

Colby-Sawyer is authorized under Federal law to enroll non-immigrant, international students. Admissions procedures are generally the same as those noted above. Instead of the SAT, students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) administered by the College Board. Students are required to earn at least a 173(CBT)/500(PBT) TOEFL score. The applicant must take the TOEFL during the year of application so that the score accurately reflects the student's command of the English language. Further information is available from the Admissions Office or from TOEFL, Box 899, Princeton, NJ, 08541, USA. Foreign nationals must submit proof of their ability to support themselves financially while studying in the U.S. A modest amount of financial assistance is available for international students.

Guidelines for Students Intending to Major in Nursing

The Nursing program is a rigorous course of study and enrollment may be limited. The Department of Nursing strongly recommends that students who apply for admission to the college with the intention of pursuing a major in nursing have three years of college-preparatory laboratory sciences, including biology and chemistry; minimum SAT combined score of 1000; and a minimum high school GPA of 2.5. Students who do not meet these criteria still may apply for admission to the college with the intention of pursuing the Nursing major. Students whose combined SAT was below 1000 may be asked to retake the exam prior to Major Acceptance. Their qualifications will be evaluated in the context of their overall performance and in comparison to other applicants, both at the time of admission and Major Acceptance.

Transfer Students

Colby-Sawyer welcomes applications from those students who have previously attended other accredited educational institutions. Students with an associate degree from an accredited college and a cumulative grade point average of C (2.0) or above will receive full credit for all courses taken and passed at the other college, provided that the degree has liberal education requirements similar to those at Colby-Sawyer. Students who have an associate degree that does not have liberal education or similar requirements will have their work evaluated on a course-by-course basis. Students who do not have an associate degree, or who do not have a cumulative grade point average of C (2.0) or above, will also be evaluated on a course-by-course basis. In all cases, credit is given for courses that have been completed with grades of C (2.0) or above and which are pertinent to the educational mission of Colby-Sawyer, which means they will be equivalent to courses offered here.

The registrar will make the final determination regarding transferability of individual courses. Grades earned in courses taken before matriculation at Colby-Sawyer will not be included when computing the cumulative grade point average. Transfer students should note that at least one-half of the prescribed credits for a Colby-Sawyer degree, including the final 30 credit hours, must be sponsored by Colby-Sawyer, whether taken on or off campus. It is the responsibility of students to provide catalogue descriptions of all courses offered in transfer.

Admissions procedures are the same as those outlined above, although special emphasis is given to the college transcript showing work most recently completed. An official high school transcript is, however, still required. Colby-Sawyer requires a Dean's Recommendation Form from the school the student is currently attending (or has attended most recently) and a course catalog from every school at which the student has taken a course. Forms may be obtained by contacting the Admissions Office at (603) 526-3700 or (800) 272-1015 or email: csadmiss@colby-sawyer.edu. Transfer students are welcome to begin their studies in September or January. It is strongly recommended that prospective transfer students visit the college for a campus tour and an interview.

Students Planning to Transfer into Nursing

Students transferring into the Nursing program are welcome at Colby-Sawyer College. Students with prior nursing education are evaluated on an individual basis, and a plan of study is developed that builds on previous learning while ensuring the

student will be fully incorporated into the program while at the college. Transfer credit for nursing course(s) taken at another institution is awarded by course comparison. Transfer students are asked to supply copies of course descriptions from the catalogues and/or syllabi of the institution(s) from which they wish to transfer credit. All courses must transfer with a grade of C (2.0) or above. Further information is available from the Department of Nursing and the registrar.

Transfer Policy for Athletic Training Program

Given the specific nature of an education for the health professions, transfer students with prior athletic training education will be evaluated on an individual basis. In direct consultation, the student and the Athletic Training Education Program (ATEP) director will develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student's complete incorporation into the program at the college. Transfer students are required to provide the ATEP director with course descriptions and appropriately dated syllabi from all athletic training major courses for which they seek transfer credit by October 15, if enrolling in the spring semester, and March 1, if enrolling in the fall semester. Transfer students are held to all Major Acceptance requirements and will go through the process at the end of the semester in which they complete these requirements. See the requirements for Major Acceptance in Exercise and Sport Sciences. As is also the case with students who begin their education at Colby-Sawyer College, admission to the college does not guarantee Major Acceptance in the Athletic Training Program. Students must be enrolled in Colby-Sawyer's Athletic Training Education Program for a minimum of two calendar years prior to graduation to graduate with a specialization in athletic training.

Academic Renewal

A Colby-Sawyer College student who withdraws and re-enrolls after a period of five years or more may elect to apply for Academic Renewal. More detailed information can be found in the section entitled Academic Standards and Regulations.

Mid-Year Entrance

Students who wish to begin their studies at Colby-Sawyer during the spring semester are encouraged to apply before December 15 and to follow the admissions procedures outlined above. Students graduating from high school or wishing to transfer from another institution in the middle of the academic year are also encouraged to apply for admission. For further information contact the Admissions Office at (603) 526-3700 or (800) 272-1015 or e-mail: csadmiss@colby-sawyer.edu.

Non-Degree Students

A non-degree student at Colby-Sawyer is one who has not applied for or been admitted to a degree program, but who wishes to study on a part-time or full-time basis. For example, qualified high school students are allowed to register for one course per semester without tuition charge on a space-available basis. Other students may wish to explore the Colby-Sawyer curriculum for a semester while on leave from their home institutions, students who wish to return to academic pursuits, and students pursuing independent study from another institution. For information and an application for non-degree student course registration, contact the Admissions Office.

Financial Aid

Policy

Through our scholarship and financial aid programs, Colby-Sawyer offers assistance to approximately 70 percent of our student body. This aid is made possible through several sources including endowment income and scholarships, operating income, grant and loan funds, and funds provided through state and federal programs. Financial assistance is awarded through the Office of Financial Aid.

Students who have achieved academic and special talent success as well as those who have demonstrated financial need will be offered financial aid. Eligible candidates include students who have been accepted for admission and are full-time degree candidates.

Students wishing to be considered for financial aid need to have received a high school diploma or GED (general equivalency diploma).

Financial aid is awarded on an annual basis, and usually includes a combination of scholarships, grants, loans, and on-campus part-time work. One half of the total amount awarded through grants or loans is applied to each semester's bill. Payment for on-campus employment is made directly to the student. Students are expected to contribute to their cost of education through loans, part-time work during the year, and summer employment.

All financial aid is calculated on the basis that students will be enrolled as full-time students. Students enrolled part time will have their financial aid award adjusted according to their enrollment status. Colby-Sawyer assistance is granted only to full-time students. Federal assistance will be prorated according to the number of credits taken. Further information regarding Colby-Sawyer College financial aid can be obtained by contacting the Office of Financial Aid at (800) 272-1015 or (603) 526-3717 or email: cscfinaid@colby-sawyer.edu.

Procedure For Entering Students

Students interested in receiving financial aid from Colby-Sawyer College should:

- be accepted for admission before March 1 by completing the application for admission with all requested supplemental information
- complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov or mail the paper version included with the application form provided by a local high school guidance office or the college financial aid office. *Students are urged to send the FAFSA by February 15, to ensure the processor will received it prior to the March 1, priority deadline date.*
- complete and mail the Colby-Sawyer Financial Aid Application before March 1. *Students are urged to send the Colby-Sawyer Financial Aid Application to the Office of Financial Aid by February 15.*

Procedure for Renewal of Awards

The college is committed to renewing the financial aid of students whose need continues and whose academic and personal records indicate satisfactory progress and a contribution to college life. A Free Application for Federal Student Aid (FAFSA) and a Colby-Sawyer College Student Application for Financial Aid must be filed each

year. Forms may be obtained from the Office of Financial Aid. The Colby-Sawyer application should be completed and returned to the Office of Financial Aid before March 1.

Students are required to pay the commitment deposit and register for the upcoming semester before they are considered for assistance. Returning students will be notified of their financial award decisions before the end of the spring semester.

Loss of Eligibility for Financial Aid/Tuition Remission

Regulations require that students receiving assistance from any federal program must maintain satisfactory academic progress in their course of study. Students receiving assistance from other college sources are required to follow the same federal guidelines. The college will evaluate students' progress at the end of each semester. Financial aid will be withheld if any of the following apply to students:

- failure to maintain a cumulative 2.00 grade point average for two or more semesters
- earn a term GPA below 2.00 for the second consecutive semester
- failure to complete any credit hours for a term
- exceed the maximum time for their academic program. Students may receive financial aid for 12 semesters as long as they maintain satisfactory academic progress

A student who loses eligibility for financial aid or tuition remission through failure to meet institutional standards for renewal may appeal to the Financial Aid Office. The appeal must be made in writing to the dean of financial aid within 10 working days after the notice and must explain the extenuating circumstances that provide evidence to support the appeal.

Scholarships, Grants, and Loans

Merit Awards for Entering Students

Colby-Sawyer College offers several four-year, renewable merit awards ranging up to \$6,000 per year given to incoming students without regard to financial need. These awards were instituted to reward aptitudes, talents, and commitments displayed in high school that the college would like to see nurtured and further developed. All students who are accepted to the college prior to February 1 and who meet the minimum 2.5 high school grade point average with 950 SAT or 20 composite ACT score or higher will be considered for this selective scholarship program. Selection will be based on the student's scholarship application and demonstrated involvement in the areas of leadership, community service, music, art, and creative writing. Merit award applications and further information can be obtained from the Admissions Office.

College-Wide Merit Awards

Edith B. Long Scholarships in Art

Established in 1964 in memory of "Coco" Long, class of 1964, these scholarships are awarded each year to returning students who demonstrate outstanding ability and interest in art. Candidates should apply, with their entries, to the Annual Juried Student Exhibition held in late March.

Charlotte Cobb Stahl Scholarship Fund

Established in 1994 in memory of a member of the class of 1951, these scholarships are awarded each year to students enrolled in the fine arts course of study. Candidates should apply, with their entries, to the Annual Juried Student Exhibition held in late March.

Sawyer Fellowships

Sawyer Fellowships are designed to recognize and to promote high levels of achievement by returning students in all aspects of campus life at the college. The Sawyer Fellowships recognize students who have demonstrated the potential to make strong contributions to campus life in academic programs, the fine and performing arts, residential life, co-curricular life, and other aspects of the educational program. They are awarded by the academic dean to students who are nominated by the faculty and administrative staff and reviewed by an advisory committee. These Fellowships may be renewed for Fellows who continue to maintain a high level of achievement. Awards range from \$500 to \$1,500 with the Fellow receiving one-half of the grant each semester of the academic year for which the grant is made.

Scholarship Funds

Many scholarships have been established through the interest and generosity of alumni, parents, and friends of Colby-Sawyer. Some honor individuals; some reflect gratitude of alumni for their education at Colby-Sawyer; others express the desire to assist a small liberal arts college. Colby-Sawyer does not award athletic scholarships.

Grants-in-Aid

Grants-in-Aid represent the major portion of the financial aid program. A grant-in-aid is a form of gift aid, financial aid which the student need not repay.

Colby-Sawyer College Grants-in-Aid

Grant monies are derived from gifts from alumni, trustees, friends of the college, and foundations as well as from current income. Amounts vary from a minimum of \$100 to a maximum of \$16,500. Recipients must be enrolled full time and demonstrate financial need.

Federal Grants

Federal Supplemental Educational Opportunity Grants

The Federal Supplemental Educational Opportunity Grant program provides awards up to \$3,000 for students with exceptional financial need. Funds from this federal program are administered by the college.

Federal Pell Grant Program

This federal student aid program provides direct grants ranging from \$400 to \$4,050. Students apply for the Federal Pell Grant Program through the Free Application for Federal Student Aid (FAFSA).

Loans

Colby-Sawyer College Loans

When there is evidence of need, loans are available directly from Colby-Sawyer College. The maximum loan per year is \$3,000. No interest is charged while the recipient is enrolled as a full-time student at this or any other accredited educational institution. Beginning immediately thereafter, interest accrues at the rate of 9 percent per annum. Repayment on loans, beginning six months after termination of full-time enrollment, starts at a minimum of \$600 per annum, payable at a minimum of \$150 per quarter.

Federal Loans

Federal Perkins Loans

Federal Perkins Loans are authorized by federal legislation and administered by the college. Applicants must be citizens or permanent residents of the United States. Further information is available through the Financial Aid Office.

Federal Stafford Loan Program

This is a low-interest, educational loan program under which first-year students may borrow up to \$2,625, sophomores \$3,500, and juniors and seniors \$5,500 per academic year from participating lending institutions. Information is available through the Financial Aid Office.

Other Sources of Financial Aid

State Incentive Grant Program

Students apply for their Incentive Grant Program through the Free Application for Federal Student Aid (FAFSA). The amount of the grant and the eligibility criteria are determined by each state.

Local or National Scholarships

There are many scholarships that are awarded by fraternal and religious organizations, businesses, industries, labor unions, etc. Information is available in guidance offices and local libraries.

Employment Opportunities

Part-time, on-campus employment during the academic year is usually awarded as a part of a financial aid "package." Campus jobs are posted in the Financial Aid Office and payment is at hourly rates established by state and federal legislation. *Students cannot be employed on campus without showing proof of eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986.*

FINANCIAL INFORMATION

Financial Information

Classifications

Resident Student

A student is defined as a resident when living in a college-operated living area. A resident student is required to carry at least 12 credit hours in the fall and spring semesters. Students with special needs may petition for a waiver from the office of residential education and the academic dean. All resident students must participate in the board plan.

Non-resident Student

A non-resident student is one who does not live in college facilities.

Full-Time Student

Any student taking at least 12 credit hours per semester is a full-time student and receives all the benefits and privileges of that status. A full-time student might be a resident or a non-resident.

Part-Time Student

Any student taking fewer than 12 credit hours per semester is defined as a part-time student. Part-time students are charged on a credit-hour basis.

Audit Student

Credit courses may be audited on a no-credit basis, provided space is available, the professor's permission is secured, and the registrar is informed. Full-time students may audit as many courses as they wish at no additional fee. Other students may audit one or more courses at the special fee listed in this *Catalog*.

Annual Charges

The annual comprehensive fee includes full-time study during the fall and spring semesters, admission to all co-curricular events at student rates, and access to all student services. The fees for 2003-2004 are as listed below.

| | |
|--|----------|
| Full-time non-resident student, comprehensive fee | \$23,310 |
| Full-time resident student, comprehensive fee, based on shared room . . . | \$32,260 |
| Tuition | \$23,310 |
| Board | \$3,970 |
| Room | \$4,980 |

Room charges are based on shared occupancy. Some rooms have additional charges per year as shown below:

| | |
|---|--------------|
| Single room | \$500 |
| Single room with private bath | \$900 |
| Shared room with private bath | Charges vary |

Students should plan to spend an estimated \$1,500 per year on books, supplies, and personal expenses.

A Returning Student deposit of \$200 is required before a student may register for classes. This deposit is credited toward the comprehensive fee and is non-refundable.

An initial Enrollment deposit of \$400 is required of all first-time Colby-Sawyer students and is only refundable before May 1, upon written request. After May 1, students not matriculating forfeit the deposit. Once a student has matriculated, this deposit is held by the college for the entire time the student is enrolled. The deposit will be refunded after a student's graduation, or withdrawal, and after any outstanding charges have been deducted.

Students are billed twice a year in July and November. Fall tuition and fees are due August 15 and spring tuition and fees are due December 1. All checks and money orders should be made payable to Colby-Sawyer College and mailed to the Business Office, P.O. Box 1497, New London, NH 03257. MasterCard,TM Discover Card,TM and VisaTM are accepted.

Full payment or enrollment in the Tuition Management Systems payment plan must be completed before a student may complete registration. Grades, transcripts, and diplomas will not be released until all obligations are paid in full. **Students with past-due balances as of 12 noon on the last day of final exams before graduation are not eligible to participate in the Commencement ceremony.** Unpaid balances of more than 30 days will be assessed a 1¹/₂ percent per month finance charge. The college reserves the right to assign unpaid accounts to an outside agency and to take legal action.

Calendar for Payment for 2003-2004 Resident Fees

| | |
|--|----------|
| By March 12 for returning students: | |
| Returning Student Deposit (non-refundable) | \$200 |
| By May 1 for new entering students: | |
| Continuing Enrollment Deposit | \$400 |
| By August 15 for fall enrollment | \$16,130 |
| By December 1 for spring enrollment | \$16,130 |

Colby-Sawyer College reserves the right to make revisions to the fee schedule at any time without prior notice.

Special Fees

| | |
|---|-------|
| Applied Music and Ensemble Module Courses (per credit hour) | \$200 |
| Audit fee (per credit hour for part-time students) | \$140 |
| CSC credit examination fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) . . | \$55 |
| Course fee per credit hour (for fewer than 12 credit hours or more than 18 credit hours) | \$780 |
| Horseback riding lessons | \$600 |
| Car registration fee (annually) | |
| Resident and non-resident students | \$50 |
| Replacement I.D. fee | \$10 |
| Returned check | \$25 |
| Telephone late payment fee | \$10 |

Payment Plan

Tuition Management Systems, a monthly payment plan, is available whereby tuition fees for full-time students may be paid on a monthly basis through an outside agency. Information is mailed to all students and is available online at www.afford.com.

Refunds

A refund will be issued on a credit balance statement only. All requests for refunds must be submitted in writing to the Business Office. Refunds will be handled through the Accounts Payable office at the college. Please allow two to four weeks for processing.

Loan and Scholarship Checks

Loan and outside scholarship checks that are co-payable to the student and the college will be credited to the student's account. No refund will be made until such time as the student's account shows a credit balance. Students are advised to plan living and bookstore expenses accordingly.

Tuition, Room, and Board Refunds for Withdrawal

The college has adopted the following tuition refund policy. Students who withdraw will receive the following refund, less any Colby-Sawyer Grant refunds:

| Time of Withdrawal | Refund Due |
|-------------------------------|-------------|
| Prior to first day of classes | 100 percent |
| Within first week of classes | 75 percent |
| Within second week of classes | 50 percent |
| Within third week of classes | 25 percent |
| After third week of classes | 0 |

The Registrar's Office will determine the official date of withdrawal.

Administrative Withdrawal Refunds

No refunds for tuition, fees, or housing are given for administrative withdrawals such as (but not limited to) disciplinary action that results in the suspension or dismissal of a student. In addition, no refund will be granted for students who lose their residency privileges due to an administrative action.

Federal IV Refund Policy

Students receiving federal financial aid will receive a refund based on the current policy specified by Title IV regulations. When students use financial aid to pay for tuition, fees, and on campus housing, any refundable amount is returned to the appropriate Title IV program (i.e. Pell Grant, FSEOG; and Perkins, Plus, and Stafford loans). The full amount of a student's refund will be used to restore funds to the Title IV federal account from which aid was received regardless of any unpaid balance that may still be owed to Colby-Sawyer College. Students considering withdrawing from the college during a semester are encouraged to contact the Business Office.

Course Overload and Special Course Fees Refund Policy

No adjustment or refund of special fees will be made to the student's account beyond the end of the first week of classes. Students who drop a course which carries a special fee after the first week of classes will receive no refund.

Adjustments for Course Changes

Although courses may be dropped later in the semester without academic penalty, the college will make no fee adjustments after the first week of class.

Tuition Insurance Refund Plan

Colby-Sawyer College offers a voluntary tuition insurance plan administered by AWG Dewar, Inc. The Tuition Refund Plan goes beyond the college's published refund policy providing a 100 percent refund for accidents and illness. Withdrawals for emotional or psychological reasons are covered at 60 percent.

Enrollment forms and information are mailed mid-summer. Families choosing to enroll do so directly with AWG Dewar before fall classes begin.



STUDENT SERVICES

Student Services

Academic Advisors

All Colby-Sawyer students have academic advisors who take a personal interest in their progress. This advisor confers with the student at regular intervals to give advice on academic matters and career or graduate school choices and to make the necessary referrals to other campus services. Advisors assist students in the design and implementation of educational goals and serve as a resource for selecting appropriate courses.

Academic Development Center

The Academic Development Center is a tutoring facility designed to provide all Colby-Sawyer College students with academic support services. Staffed by a director, a learning specialist, part-time professional tutors, and student academic counselors, the Center offers individualized tutorials in specific courses as well as writing, time management, and academic skills. Tutorials are available on a regular basis or as needed by appointment during day or evening hours and are free to Colby-Sawyer students.

Baird Health and Counseling Center

Baird Health and Counseling Center (BHCC) provides confidential, holistic health care to all full-time matriculated students, including both physical and psychological services. The center is open Monday through Friday 8 a.m. – 6 p.m. Emergency care after hours and weekends is available at New London Hospital Emergency Department. The director of BHCC and/or a counselor are always on call for psychological emergencies and can be contacted through the Campus Safety Office.

Health services provided by BHCC include the treatment of common acute and chronic problems, physical exams, contraceptive services, and immunizations. Counseling services address separation anxiety, relationship problems, eating disorders, substance abuse, and a number of other issues facing young adults.

All full-time, matriculated Colby-Sawyer College students have a health insurance policy that will provide coverage up to \$1,000. All students are encouraged to have additional private coverage that coordinates with the college insurance policy. For more information regarding insurance benefits and additional coverage contact BHCC. Students may call or visit the Baird Center to make appointments or for additional information.

Bookstore

The college bookstore in Colgate Hall carries textbooks, supplies, clothing, gifts, and snacks. Students may pay for merchandise with a personal check, cash, and CSC ID debit account. MasterCard,[™] American Express,[™] Discover,[™] and VISA[™] cards are also accepted.

Campus Activities

The Campus Activities Office facilitates the activities of a variety of campus groups and organizations including activities in the Ware Campus Center and Sawyer Fine Arts Center. The office also maintains a Master Calendar for all cultural campus events and activities, and coordinates campus leisure and social programs and events.

Campus Safety

The college maintains a Campus Safety Office which works to protect all members of the college community and the security of buildings and property. The Campus Safety Office promotes individual responsibility and community commitment through education, empowerment, engineering, and enforcement, using pro-active partnerships throughout the college community. The college's Web site has information about policies and procedures.

Career Development

The Harrington Center for Career Development and Community Service offers a wide variety of programs, services, and resources to assist students with career planning and internships. The center offers a career library, ongoing workshops, computer-assisted guidance, individual career counseling, videotaped mock interviews, an alumni network, internship database, job fairs, and community service opportunities. The college's Web site has more information about policies and procedures.

Cash Machines

An automatic teller machine (ATM) is available in the Hogan Sports Center. Other cash machines are available at several banks in town. Students are urged to establish accounts with local banks to assure check-cashing and other privileges.

Child Care

The college's Windy Hill School accommodates children from ages 15 months through kindergarten. Children can be registered with the director of Windy Hill School and financial arrangements can be made through the Business Office. Individual arrangements can be made with students wishing to offer child care through postings in the Ware Campus Center or the Harrington Center.

Clubs and Organizations

Art Student Society

The Art Student Society's purpose is to promote the visual and fine arts on-campus and off-campus through museum visits, guest artist and performers and exhibitions. Membership is open campus-wide to any individual interested in promoting the arts.

Biology Majors Club

The Biology Majors Club provides biology majors and others with an interest in biology the opportunity to plan and carry out activities related to the life sciences outside the classroom setting.

Campus Activities Board

The Campus Activities Board is a student organization responsible for developing and implementing a variety of social, cultural, educational, and recreational activities. The group is made up of a variety of committees, each focusing on a specific type of activity.

Class Boards

There are four class boards, one for each matriculating class. These four boards are comprised of class officers, elected annually by their class. These boards promote

class unity and facilitate communication among class members, address class issues when appropriate or bring those issues to representatives of the Student Government if necessary, plan and implement activities for their class, and initiate fundraising activities to support class programming.

Colbyan (yearbook)

The *Colbyan*, published in the fall of each year, is a student-run publication. An editor-in-chief is appointed each year to coordinate its publication. Students photograph, write, and lay out this year-long time capsule.

Community Service

The Harrington Center may be contacted for further information about community service opportunities for students. Recent programs include:

- ABC Quilt Project
- After School Program
- Alternative Spring Break
- American Red Cross
- America Reads
- Council on Aging
- New London Hospital
- Special Olympics
- Thanksgiving Baskets
- Upper Valley Humane Society

Courier (newspaper)

The *Courier* is a student-run publication that strives to provide full and accurate coverage of campus life, events, and issues. The paper is a forum for the exchange of viewpoints, comments, and criticisms.

Dance Club

The Dance Club is open to all students regardless of their level of experience. The club welcomes enthusiasm and interest in learning ballet, tap, jazz, and exercises. The group meets regularly and a performance is scheduled each semester.

Exercise and Sport Sciences Majors Club

The objective of the Exercise and Sport Sciences Majors Club is to promote understanding among the three different disciplines while providing students with hands-on experience in their particular field. All of the Club's activities are designed to enhance the department's curriculum by allowing students the opportunity to apply the knowledge they have gained in the classroom.

Key Association

The Colby-Sawyer Key Association is composed of a select group of students who have expressed a strong interest in welcoming visitors to the campus. A small group of Key Representatives gives tours every day and are compensated for this work. A much larger group of volunteer Keys help with the open houses and special tour groups. Key representatives are proud of Colby-Sawyer and eager to acquaint incoming students with the opportunities available to them. Selection is based on candidates' abilities to express themselves, enthusiasm for Colby-Sawyer, and willingness to assume responsibility.

Psychology Club

The psychology club is open to all students with an interest in psychology. Its purpose is to provide students an opportunity to engage in activities related to psychology and to enhance their knowledge of the field. This is achieved through guest speakers, films, and discussions held throughout the year.

Safe Zones

Safe Zones is a campus organization with the purpose of creating a safe environment for gay, lesbian, straight, bisexual, and transgender members of the community.

Student Government Association (SGA)

The SGA has three standing committees: Student Issues, Media, and Clubs and Organizations. The Senate and Executive Council oversee these committees. (See SGA Constitution for more details.)

Students in Free Enterprise (SIFE)

The purpose of SIFE is to work in partnership with businesses and higher education, providing college students the leadership experience of establishing free enterprise community outreach programs that teach others how market economies and businesses operate, and how to use this knowledge to better themselves, their country, and their community.

Student Nurses Association (SNA)

The SNA is composed of students interested in or majoring in nursing who want to work together on campus projects that support the ideals of the nursing profession. The association works closely with the Nursing Department and the Baird Health and Counseling Center to organize and implement health-related activities on campus.

WSCS Radio Station (90.9 FM)

This club is for students interested in all aspects of radio work, including station management, audio production, and broadcasting on WSCS. It also helps students explore possible career opportunities in radio.

Code of Community Responsibility

Students, faculty, and staff who join Colby-Sawyer College become members of a unique academic community with strong traditions and a commitment to developing personal excellence. Community living demands that individuals balance personal freedoms with respect for the rights of others. The Code of Community Responsibility, which exists to clarify reasonable balance points within this community, is available on the college's Web site.

College Vans

The college maintains a fleet of 15-passenger vans for the college community's use. Requests to use or operate a van are made through the Campus Safety Office.

Computers

Computer labs are located in the Susan Colgate Cleveland Library/Learning Center and Colgate Hall. Students have access to these labs at designated hours. Wireless network access is now available in the Cyber Lounge in the Ware Campus

Center and the Susan Colgate Cleveland Library/Learning Center. The college provides file server personal directories for saving student work. Windows XP Professional is the environment for our standard applications, including Microsoft Office XP Suite, Internet Explorer for Internet access, and Eudora e-mail. The Microsoft Office XP Suite is available to students to load on their personal computers free of charge. College policy requires that all students have an active, updated antivirus program on their personal computers. Norton Antivirus is available to all students free of charge. Information Resources provides technical support for the computer labs. Student computer lab monitors are available to provide additional support.

Network access is available for students from the residence halls by direct network connection. Information Resources supplies support for connectivity issues with students' in-room PCs.

College computing resources are offered to students under an acceptable use policy. Inappropriate use of college computers for any potentially harmful purpose such as threatening or obscene e-mail messages may result in disciplinary action. It is not permissible for students to install software or make changes to the configuration of any college computer. Penalties for such infractions may include cancellation of user accounts.

CSC ID Debit Account

By participating in this service, students can use their student ID card to make cashless, one card purchases at the CSC bookstore and Lethbridge Lodge, or treat a guest to a meal in the dining room. A minimum of \$50 is required to activate each account for the bookstore and/or lodge. Additional amounts of \$25 or more may be added at any time. Initial or additional deposits may be made on campus at the college Dining Services Office in Ware Campus Center with cash, check, or credit card. More information is available from the college's Dining Services Office. Balances are carried forward from semester to semester and are non-refundable until a student graduates or formally withdraws from the college.

Dan and Kathleen Hogan Sports Center

The Dan and Kathleen Hogan Sports Center was designed to meet the athletic and recreational needs of Colby-Sawyer College students. Programs held in the facility provide individuals the opportunity to engage in worthwhile use of leisure time and to maintain a high quality lifestyle. Individuals can participate in drop-in activities such as basketball, volleyball, racquetball, swimming, and fitness programs. Instructional activities include swimming lessons, sport demonstrations, and classes designed around a specific activity.

The Elizabeth Kind VanCise Fitness Center offers cardiovascular equipment and muscle strengthening equipment. Individuals must go through a training session with a specialist prior to using the facility. Other programs include aerobic sessions and special events designed with fitness in mind.

Food Services

The college food service is provided by Sodexo. All resident students are required to be on the meal plan. Before entering the dining room, resident students

must present their ID card, as it also serves as a meal ticket. The ID/meal card is not transferable. Guests may purchase a meal by paying the posted prices at the entrance. Meal hours, prices, and menus are posted outside the dining room and may also be found on the Colby-Sawyer College Web site. Health Code standards require that shoes and shirts be worn in the dining room, and no animals are permitted on the premises.

Identification Cards

The Campus Safety Office is responsible for issuing identification cards (ID). The ID: (1) is the debit card used in Lethbridge Lodge and the bookstore, (2) is the meal ticket, (3) provides access to the residence halls and many administrative buildings, (4) provides identification for campus activities and facilities and check cashing, (5) is necessary for library lending, and (6) provides discounts at some local businesses and most ski areas.

Lost IDs must be reported to the Campus Safety Office, and a \$10 charge will be assessed. Damaged ID's should be taken to the Campus Safety Office for replacement and the director will determine if a charge will be required. Lending or other misuse of an ID will result in a fine. Students must carry their IDs at all times while on campus.

Keys

The college maintains an access system for the protection of its community members, facilities, and property, and to safeguard information. The Campus Safety Office is responsible for issuing, installing, repairing, and recapturing all locking devices.

Any student whose work/academic responsibility requires him/her to enter a college building at a time when that building is locked may contact the Campus Safety Office to gain access.

Lethbridge Lodge

From 1934 until 1996, Lethbridge Lodge sat on the shore of Little Lake Sunapee. This large, rustic building was framed with hand-hewn timbers from New London's first meeting house, originally erected in 1788. Lethbridge Lodge was reconstructed on campus in 1998. The building has a greatroom with a fireplace, snack bar, and Internet lounge. It is available to students, faculty and staff 24 hours a day with ID card access. During the summer it is used for alumni activities.

Library/Learning Center

The library is named for Susan Colgate Cleveland, a longtime trustee and benefactor for the college and granddaughter of the college's first teacher. The award-winning design was created using two pre-Civil War barns.

The five-level structure houses the Information Resources Department, which provides print and electronic resources, including full-text databases, books, periodicals, videotapes, audiocassettes, and compact discs. Fully automated with an online *Catalog* of holdings and Internet/World Wide Web access, the library with its spectacular view of the surrounding mountains, is a perfect place for quiet contemplation, reading, and research. The 10 PC technology-enabled training room

is available for meetings, workshops, and classes. Network and Internet access is available in two computer areas consisting of 14 PCs each. A 25-seat computer classroom also is available for individual use when classes are not scheduled.

Mail

Every residential and commuter student is issued a mailbox in the college mail room for the academic year. The mail room is located in the Ware Campus Center. During published hours, packages may be sent and received, and postage stamps are available for purchase. Mail room hours are 10:00 a.m. to 12:30 p.m. and 2:00 p.m. to 4:00 p.m. Campus information is distributed through the mail room, so students should check mailboxes frequently.

Parking

Students, guests, or employees who wish to have a vehicle on campus must register their vehicle(s) in order to avoid penalties. On-line vehicle registration for the academic year begins in May. There is no additional charge for changing vehicle registration, or for summer/recess parking. Registration fees are as follows:

Students: \$50

Guests: Temporary permits available for up to seven days at no charge. Guest's vehicles are the responsibility of the housing student or employee.

Employees: Fee waived.

Additional information is available on the college's Web site.

Residential Education

Colby-Sawyer College residence halls are dynamic living and learning environments in which students are challenged to investigate the many dimensions of human interaction, explore current social issues as a vehicle for personal development, and develop leadership and membership skills.

Eleven residence halls range in size from 39 to 116 students. Each hall has live-in staff members who seek to know each resident of the hall, develop a community based on individual responsibility and respect for others, and provide opportunities for student learning. The members of the residence hall staff are:

Resident Directors

Resident directors (RDs) are full-time, live-in professional staff members who are responsible for the overall management, administration, and supervision of one to three residence halls. The RDs train and supervise RAs. Through community development and individual contact with residents, RDs work to maintain an atmosphere that establishes a living/learning environment conducive to the intellectual and personal growth of each student. RDs coordinate educational and social programming, manage emergency situations, and meet with students who have violated the Code of Community Responsibility. Each RD has a secondary assignment in another area of campus life.

Resident Assistants

Resident assistants (RAs) are undergraduate students who assist in the management of the residence hall by working to create a community atmosphere based on trust, respect, and adherence to the Code of Community Responsibility. An RAs primary goal is to get to know each resident, and then to help residents get to know each other. By providing referrals to campus resources and helping students identify their needs and interests, RAs are instrumental in the success of all students.

Furnishings

All residence hall rooms are furnished with a bed and mattress, desk, desk chair, and dresser for each resident. Students who would like to have their furniture removed from their room must contact their RAs, who will initiate a work order.

Occupancy

During normal college vacations, the residence halls are closed and, unless special permission is received, students are expected to vacate their rooms 24 hours after their last class or exam, or 7 p.m. on the last exam day, whichever comes first. Traditional vacation periods include Thanksgiving recess, recess between semesters, and spring recess. Students are expected to formally check out with a member of the residential education staff and vacate their rooms 24 hours after their last class or final exam of the academic year. Graduating students may remain in their rooms through Commencement.

Students given special permission to stay on campus must adhere to the Code of Community Responsibility. Due to limited staff during vacations, students with special permission to stay on campus may not host guests or have alcohol on campus until the college officially opens. The same is true for the period immediately preceding the opening of college for the academic year.

Special Events

A variety of special events occur throughout the academic year, such as:

Commencement

Convocation

Fall Fest

Mountain Day

Orientation

Scholars Day

Spring Weekend

Winter Weekend

More information is available on the college's Web site.

Sports

Varsity Athletics-NCAA Division III

The athletics program views the goal of continuously challenging and supporting students in reaching their optimal level of performance and potential as an important part of the student-athlete's total college experience. All varsity team members must be full-time students (minimum 12 credit hours) and remain in good academic standing (minimum 2.00 GPA). Students who have not earned enough

credits for satisfactory progress will not be eligible to participate in intercollegiate athletics. Students who attain minimum satisfactory academic standing during the year may apply to the director of athletics and the NCAA faculty athletic representative for athletic eligibility reinstatement. All entering student-athletes must undergo a complete physical examination before participating on any intercollegiate team. Colby-Sawyer College does not offer athletic scholarships.

The intercollegiate athletic program consists of nine sports for women (basketball, lacrosse, riding, alpine ski racing, soccer, swimming and diving, tennis, track and field and volleyball) and eight sports for men (baseball, basketball, riding, alpine ski racing, soccer, swimming and diving, tennis, track and field). The college belongs to the NCAA Division III and competes against other independent colleges in the Northeast as a member of the ECAC. The college is a member of the Commonwealth Coast Conference, which sponsors championships for baseball, basketball, lacrosse, soccer, tennis, and volleyball. Students interested in participating in a varsity sport should contact the coach or athletic director.

Recreational Sports

The recreational sports program offers students the opportunity to participate in sports through club sports, intramural sports, and special events.

Club Sports. Club sports are organized by students with interests in a particular sport that is not offered at the varsity level. Clubs provide opportunities to compete with other club and varsity programs throughout New England. Active club sports include cross country running, field hockey, ice hockey, men's lacrosse, mountain bike racing, Nordic ski racing, men's and women's rugby, snowboarding and women's softball. New club teams may be formed in response to student interest combined with coaching support and activity-funding authorization. All club sports must adhere to the policies and standards set forth by the Recreational Sports Office.

Intramural Sports. Intramural sports provide opportunities for students, faculty, and staff to participate at a competitive and recreational level in team and individual sports leagues. Sports offered for both men and women include basketball, floor hockey, flag football, indoor soccer, and volleyball. Special events organized by the recreational sports office include races, golf tournaments, and wellness programs.

Student Employment

There are a number of student employment positions on campus. Students who wish to work should contact the department supervisors for job availability. Payment is at hourly rates established by federal legislation. The Harrington Center maintains listings of job openings on campus.

Telephone Service

All matriculated students are provided with the college's telephone service. Each resident and non-resident student is assigned a private voice mailbox. Answering machines are **not** permitted. Long distance calling service is available with a personal authorization code (PAC) or credit card.

Ware Campus Center

The Ware Campus Center is managed by the Campus Activities Office. The facility houses the campus dining hall, located on the lower level and managed by Sodexo. The main floor contains Alumni Lounge, information desk, the Cyber Lounge, Campus Activities Office, Wheeler Hall, the Board of Trustees Conference Room, and the mail room. The upper floor houses the offices of the dean and the assistant dean of students, residential education and citizenship education. The offices of the Student Government Association, the Campus Activities Board (CAB), Student in Free Enterprise (SIFE), and the yearbook, as well as the Ware Conference Room and copying services are also located on the upper floor. The Ware Campus Center is used for a variety of educational and social events.



**COLLEGE GOVERNANCE
AND
CAMPUS DIRECTORY**

College Governance

To meet its educational goals, the college is committed to collaborative planning and effort with all constituencies of the college, and to across-the-college conversations. Established bodies for faculty participation include the academic departments and the committees of the college.

Board of Trustees

Colby-Sawyer College is chartered under the laws of the State of New Hampshire, and ultimate responsibility for the college rests with the Board of Trustees. As such, it is the final institutional authority and grants all degrees awarded by the institution upon the certification of the registrar. Its primary responsibility is the articulation of general educational policies and academic goals. In so doing, it is obligated to protect the financial resources of the college, plan and direct the financial resources, and relate them to the needs of the present and the future of the college.

President

The president of the college is selected by the Board of Trustees and serves as chief executive officer of the college. The president is responsible for all college functions, activities and policies. The president has power, on behalf of the trustees, to perform all acts and execute all documents to carry out the actions of the Board and its Executive Committee.

Senior Staff

The senior staff provides effective administration leadership for the college by planning, coordinating, and evaluating all areas of college life; articulates the vision of the institution; and initiates, develops, and implements strategies to achieve the goals and objectives of the college.

Members of the senior staff are the vice president for academic affairs and dean of the faculty, the treasurer, the vice president for enrollment and dean of admissions, the vice president for advancement, and the vice president for administration.

Academic Affairs and Student Development

The academic vice president and dean of faculty works with the faculty, academic affairs and student development staff overseeing the development, implementation, and evaluation of academic policies and programs; recommends to the president the allocation of resources among all academic and student development offices; recommends to the president all appointments, promotion, tenure, and sabbatical leaves of personnel; and is responsible for coordinating the planning and budgeting process.

Academic Advising

Academic Departments

Business Administration

Institute for Community and Environment

Exercise and Sport Sciences

Fine and Performing Arts

Humanities

Natural Sciences

Nursing

Social Sciences and Education

Academic Development Center

Baird Health and Counseling Center

Campus Activities

Campus Safety Office

Huntington Center for Career Development and Community Service
Citizenship Education
English Language and American Culture
Faculty
Information Resources
Registrar
Residential Education
Study Abroad
Windy Hill School

Administration

The vice president for administration is responsible for all physical plant programs including major construction, management of risk reduction and insurance, personnel administration, central purchasing, telecom operations, food service, bookstore and office service activities.

Athletics
Bookstore
Central Purchasing
Dan and Kathleen Hogan Sports Center
Facilities
Food Services
Human Resources
Office Services
Recreation
Telecommunications

Advancement

The vice president for advancement oversees programs and activities that connect alumni, current and past parents, and friends to Colby-Sawyer College.

Alumni Relations
Development
Communications

Finance

The treasurer is the chief financial officer of the college. The treasurer is responsible for accounting, budgeting, cash management, fiscal planning, financing, and investments.

Business Office
Institutional Research

Enrollment Management

The vice president for enrollment management is responsible for the recruitment of Colby-Sawyer students.

Admissions Office
Financial Aid Office
Parent and Family Relations Office

Campus Directory

Board of Trustees

Honorary Life Trustees

David L. Coffin P'76
William H. Dunlap
Charles J. Lawson

Sunapee, NH
Amherst, NH
West Springfield, NH

Life Trustees Emeriti

Barbara M. Clough '31, '01
Mary Trafton Simonds '38, P'64
Barbara Johnson Stearns '32

Hanover, NH
Lexington, MA
New London, NH

Class I (Term Expires May 2005)

William S. Berger
Timothy C. Coughlin P'00
Peter D. Danforth P'83, '84, GP'02
Stephen W. Ensign
Suzanne Simons Hammond '66
Philip H. Jordan Jr.
Patricia Driggs Kelsey
Richard C. Munn
Patricia A. Thornton '56
Daniel H. Wolf

New London, NH
Washington, DC
New London, NH
New London, NH
Wilton, CT
Chebeague Island, ME
New London, NH
New London, NH
Cambridge, MA
Newbury, NH

Class II (Term Expires May 2006)

Anne Winton Black '73, '75
Lo-Yi Chan
Leslie Wright Dow '57
Eleanor Morrison Goldthwait '51
Susan Morrison Mayer '50, P'75
David T. McLaughlin
Mel A. Shaftel
Sinclair Smith Siragusa '53
Richard N. Thielen

Simsbury, CT
New York, NY
Mooresville, NC
New London, NH
Newbury, NH
Newbury, NH
New York, NY
Chicago, IL
Boston, MA

Class III (Term Expires May 2007)

Pamela Stanley Bright '61
Alice W. Brown
Joyce Juskalian Kolligian '55
Robin L. Mead '72
Jean Harding Pierce '47

Oxford, MD
Paint Lick, KY
Winchester, MA
Endwell, NY
Boca Grande, FL

Emeriti

Upon recommendation of the Academic Vice President and Dean of Faculty and with the concurrence of the Board of Trustees, retiring faculty members may be promoted to the rank of Faculty *Emeriti*. This honorary rank, awarded to full-time faculty who have devoted a significant portion of their professional lives to meeting the educational mission of the college, carries with it certain privileges and benefits. The following members have been so honored:

| | |
|--------------------------------------|-----------|
| Reva E. Bailey, M.Ed. | 1962–1986 |
| Donald L. Campbell, M.F.A. | 1960–1990 |
| Boyd H. Carr, Ph.D. | 1964–1981 |
| Hilary P. Cleveland, Lic-es-sci.Pol. | 1955–1991 |
| Harold F. Currier, M.A. | 1947–1979 |
| Patricia M. Curtis, M.B.A. | 1960–1998 |
| Nancy J. Draper, Mus. M. | 1952–1987 |
| Larry B. Dufault, Ph.D., J.D. | 1973–2000 |
| Dorothy A. Egan, M.A. | 1962–1996 |
| Rebecca Irving, M.T., (A.S.C.P.) | 1954–1982 |
| Alf E. Jacobson, Ph.D. | 1958–1986 |
| Louise H. Koory, A.M. | 1943–1976 |
| Barbara J. MacDonald, M.A. | 1962–1991 |
| Donald E. Robar, Ed.D. | 1967–1996 |

Faculty

Maurissa Abecassis, 2000

Assistant Professor, Social Sciences and Education

B.A., University of Winnipeg;
Ph.D., University of Minnesota

F. Michael Adams, 2004

Adjunct Assistant Professor, Exercise and Sport Sciences

B.S., Georgetown University;
M.D., Hahnemann University

Laura Alexander, 2001

Assistant Professor, Natural Sciences

B.S., Colby-Sawyer College;
M.S., Antioch New England
Graduate School

Patrick D. Anderson, 1977

Professor, Humanities

A.B., University of Notre Dame;
M.A., Ph.D., University of Michigan

Martha M. Andrea, 1978

Professor, Fine and Performing Arts

B.F.A., Colorado State University;
M.F.A., West Virginia University

Lea R. Ayers, 1998

Associate Professor, Nursing

(sabbatical leave fall '04 and spring '05)

B.A., Smith College;
M.S.N., Yale University

Nicholas A. Baer, 2004

Assistant Professor, Natural Sciences

B.A., University of Vermont;
Ph.D., University of Maryland

Susan Barnard, 2002

Adjunct Assistant Professor, Fine and Performing Arts

M.F.A., M.A., State University of
New York College at Brockport;
C.M.A., University of Utah

Loretta S. Wonacott Barnett, 1978

Professor, Fine and Performing Arts

B.F.A., Boise State University;
M.F.A., Ohio State University

LaVonne M. O. Batalden, 1994

Assistant Professor, Natural Sciences

B.A. Augsburg College;
M.S., Ph.D., University of Minnesota

Mary T. Bellino, 2004

*Adjunct Assistant Professor,
Natural Sciences*

B.S., University of Massachusetts;
M.S., Ph.D., Tufts University

Donna E. Berghorn, 1991

Associate Professor, Humanities

B.A., Canisius College;
M.S., Ph.D., Rensselaer Polytechnic
Institute

Alan R. Berolzheimer, 2003

*Adjunct Assistant Professor, Social
Sciences and Education*

B.A., Dartmouth College;
M.A., Ph.D., University of Virginia

Anne R. Bewley, 1996

*Associate Professor, Social Sciences
and Education*

B.S., Western Oregon State College;
M.A., Chapman College;
Ph.D., The Union Institute

Janet C. Bliss, 1976

*Adjunct Assistant Professor, Social
Sciences and Education*

A.A., Colby Junior College;
B.S., New England College;
M.Ed., Wheelock College

Gerald M. Bliss, 1988

*Associate Professor, Fine and
Performing Arts*

(sabbatical leave spring '05)

B.A., University of New Hampshire;
M.F.A., University of Florida

John Bott, 1977

Professor, Fine and Performing Arts

B.S., Troy State University;
M.F.A., University of North Carolina

Kathy Bott, 2002

*Adjunct Instructor, Social Sciences
and Education*

B.A., University of Evansville

Ellen L. Brownson, 2004

Adjunct Instructor, Social Sciences and Education

B.A., New England College;
M.S. Antioch New England Graduate School

John H. Callewaert, 2000

Assistant Professor, Social Sciences and Education, and Director, Institute for Community and Environment

B.S., Michigan State University;
M.A., M.Div., Catholic Theological Union;
Ph.D., University of Michigan

Deborah M. Campbell, 2003

Adjunct Instructor, Fine and Performing Arts

B.S., Northeastern University

Laura Campbell, 2001

Adjunct Instructor, Fine and Performing Arts

B.A., Bucknell University;
M.A.T., Antioch College;
Diploma of Music, The Juilliard School

Joseph C. Carroll, 1977

*Professor, Social Sciences and Education
M. Roy London Endowed Chair*

B.A., Holy Cross College;
M.A, Ph.D., University of New Hampshire

Cathy Chesley, 2004

*Adjunct Assistant Professor,
Social Sciences and Education*

B.A., University of Connecticut;
M.S., University of Delaware;
J.D., Franklin Pierce Law Center;
Ed.D., Harvard University

Michael Civiello, 2003

*Adjunct Assistant Professor,
Fine and Performing Arts*

B.A., California State University;
M.A., Columbia University

Lisa Orloff Clark, 2004

Assistant Professor, Natural Sciences

B.A., State University of New York College at Geneseo;
A.M., Ph.D., Dartmouth College

Marc A. Clement, 1974

Professor, Social Sciences and Education

B.A., Villanova University;
M.S., Ph.D., University of Massachusetts

Hilary P. Cleveland, 1955

Adjunct Associate Professor, Social Sciences and Education

B.A., Vassar College;
Licence, Sciences Politiques,
Institut Universitaire des Hautes Études Internationales

Deborah L. Coffin, 2001

Adjunct Instructor, Social Sciences and Education

B.S., Colby-Sawyer College;
M.S., New Hampshire College

Robert Constantine, 2001

Adjunct Assistant Professor, Social Sciences and Education

B.S., University of Rhode Island

Bradford E. Cook, 2002

Adjunct Assistant Professor, Business Administration

B.S., University of New Hampshire;
J.D., Cornell University

Cheryl Coolidge, 2001

Associate Professor, Natural Sciences

A.B., Bowdoin College;
M.S., Northeastern University;
Ph.D., University of Massachusetts, Lowell

Donald Coonley, 1989

Professor, Humanities

B.A., Stetson University;
M.A., University of Florida;
Ph.D., University of Michigan

Elizabeth C. Crockford, 1993

Associate Professor, Business Administration

(sabbatical leave fall '04)
B.A., College of the Holy Cross;
M.B.A., New Hampshire College;
Ph.D., Capella University

John M. Culp, 1996

Clinical Assistant Professor, Exercise and Sport Sciences
 B.A., Ohio Northern University;
 M.S., University of Arizona

Robin Burroughs Davis, 1998

Adjunct Assistant Professor, Humanities
 B.A., M.S., Longwood College

Donna L. Denniston, 2001

Adjunct Instructor, Fine and Performing Arts
 B.A., Boston University

Walter Derrenbacher, 2001

Adjunct Instructor, Business Administration
 B.S., Syracuse University;
 M.S., Lesley College

Jean Eckrich, 1995

Professor, Chair, Exercise and Sport Sciences
 B.S., University of Delaware;
 M.S., University of Wyoming;
 Ph.D., Purdue University

Philip N. Eller, 2004

Adjunct Instructor, Social Sciences and Education
 A.B., Drury University;
 M.A., Truman State University

David Elliott, 1998

Instructor, Humanities
 B.A., Ohio State University;
 M.A., School for International Training

Janice K. Ewing, 1995

Associate Professor, Chair, Social Sciences and Education
 B.A., University of British Columbia;
 M.A., Washington State University;
 Ph.D., University of South Carolina

Judith Ferreira, 2004

Adjunct Assistant Professor, Social Sciences and Education
 B.S., Bridgewater State College;
 M.Ed., Keene State College

Peter T. Foley, 2004

Adjunct Assistant Professor, Exercise and Sports Sciences
 A.B., Stonehill College;
 J.D., Georgetown University
 Law Center

Hester Fuller, 2003

Associate Professor, Humanities
 A.B., Harvard-Radcliffe College;
 M.S., Columbia University;
 M.Ed., Ed.D., Harvard University

Allison E. Gammell, 2004

Clinical Instructor, Exercise and Sport Sciences
 B.S., M.S.Ed., Duquesne University

Lynn J. Garrioch, 2001

Assistant Professor, Social Sciences and Education
 B.A., Wilfrid Laurier University;
 M.A., Ph.D., University of Victoria

Shari Goldberg, 1998

Assistant Professor, Nursing
 B.S., University of New Hampshire;
 M.S., Boston College

Maynard Goldman, 2004

Adjunct Assistant Professor, Institute for Community and Environment
 B.A., University of Michigan;
 J.D., Harvard University

Elizabeth M. Gradone, 2003

Adjunct Instructor, Humanities
 B.Mus., University of Massachusetts;
 Clinical Pastoral Education, Rush-Presbyterian-St. Luke's Medical Center;
 M.Div., Seabury-Western Theological Seminary

Karen M. Grant, 2004

Adjunct Instructor, Social Sciences and Education
 B.S., Franklin Pierce College;
 M.E., Rivier College

Martin S. Green, 1996

Adjunct Assistant Professor, Business Administration
 B.S., University of Maine at Machias;
 M.S., George Washington University;
 Ph.D., Virginia Commonwealth University

Craig Greenman, 2004

Assistant Professor, Humanities
 B.A., Valparaiso University;
 M.A., Ph.D., Loyola University, Chicago

E. Landon Hall, 2003

Adjunct Instructor, Humanities
B.A., University of Virginia;
M.A., Vermont College

Mark Hampton, 2002

Adjunct Associate Professor, Humanities
B.A., Colgate University;
M.A., Boston University;
M.S.W., Boston College

Randall S. Hanson, 1996

*Associate Professor, Social Sciences
and Education*
B.A., Washington University;
M.A., Ph.D., Indiana University

G. William Helm, Jr., 2004

*Adjunct Instructor, Social Sciences
and Education*
A.B., Princeton University;
M.B.A., Harvard Business School

Jennifer Higgins, 2004

Adjunct Instructor, Natural Sciences
B.A., Bowdoin College;
M.S., Southern Illinois University

Delphine Hill, 2003

Adjunct Instructor, Humanities
Diplôme d'Études Spécialisées
Supérieures, Université de Dijon;
Diplôme d'Ingénieur-Maître,
Université de Marseille;
Diplôme Universitaire Technologique,
University of Bourge-en-Bresse

Alexandra L. Howell, 2004

*Adjunct Associate Professor,
Natural Sciences*
B.A., Colby College;
Ph.D., University of Texas

Joan Huber, 2001

Assistant Professor, Nursing
B.S., Villanova University;
M.S., University of California at
San Francisco

Jessica M. Jacobs, 2001

*Assistant Professor, Fine and
Performing Arts*
B.S., Northwestern University;
M.F.A., Savannah College of Art and
Design

Judith Joy-Clark, 2004

Assistant Professor, Nursing
B.A., M.S., State University of
New York at Buffalo;
Ph.D., University of Texas at Austin

Thomas Kealy, 2000

Assistant Professor, Humanities
B.A., Wesleyan University;
M.A., University of Rhode Island;
Ph.D., University of Oregon

Lianne Keary, 1998

Instructor, Information Resources
B.A., Mount Holyoke College;
M.S., Simmons College

Jon P. Keenan, 1990

*Associate Professor, Chair, Fine
and Performing Arts*
Doshisha University (A.K.P.),
Kyoto, Japan;
B.A., University of New Hampshire;
C.A.G.S./M.F.A., Kyoto University
of Fine Arts Graduate School

Semra Kilic-Bahi, 2003

Assistant Professor, Natural Sciences
B.S., Middle East Technical University;
M.S., University of Saskatchewan;
Ph.D., University of New Hampshire

Edward Kimball, 1997

*Adjunct Assistant Professor,
Fine and Performing Arts*
B.A., Bard College;
M.F.A., Columbia University

Amy Lee Knisley, 1997

Associate Professor, Chair, Humanities
B.A., University of The South;
M.A., Ph.D., University of Colorado

Mary T. Kronenwetter, 2003

Adjunct Instructor, Humanities
B.S., Ithaca College;
M.A., University of
Massachusetts Boston;
Ed.D., University of Massachusetts
Amherst

Juliana Lapitino, 2004

Adjunct Instructor, Fine and Performing Arts

B.F.A., The New England School of Art and Design;

M.S., Suffolk University

Sandra S. LeBeau, 2004

Adjunct Associate Professor, Social Sciences and Education

B.A., Smith College;

M.A., Yale University;

Ph.D., University of Pittsburgh

Kyong-Hee Melody Lee, 2003

Associate Professor, Natural Sciences
(leave for fall '04)

B.A., New York University;

M.A., M.S., Ed.D., Columbia University

Cynthia F. Loring, 1992

Assistant Professor, Nursing

B.S., Boston University;

M.S., Boston College

Michael Lovell, 2000

Adjunct Assistant Professor, Fine and Performing Arts

B.F.A., Cornell University;

M.F.A., School of the Art Institute of Chicago

Leon-C. Malan, 1994

Associate Professor, Business Administration

B.Com., University of Pretoria;

M.B.A., University of Cape Town;

Ph.D., State University of New York, Albany

Marianne McEnrue, 1993

Adjunct Assistant Professor, Business Administration

B.A., Duquesne University;

M.B.A., Harvard University

Michael E. McMahon, 1968

Associate Professor, Humanities

A.B., Colby College;

M.A., University of Scranton

Melissa Meade, 2004

Assistant Professor, Humanities

B.A., Purdue University;

M.A., Ph.D., University of Washington at Seattle

Russell E. Medbery, 2001

Assistant Professor, Exercise and Sport Sciences

B.S., Trinity College;

M.S., Purdue University;

Ph.D., University of North Carolina, Greensboro

Jerry Leath Mills, 1998

Professor, Humanities

B.A., University of North Carolina;

M.A., Ph.D., Harvard University

Rachel Victoria Mills, 1998

Associate Professor, Humanities

B.A., Misericordia College;

M.A., West Virginia University;

Ph.D., University of North Carolina

Douglas J. Moran, 1991

Affiliate Professor, Exercise and Sport Sciences

B.A., College of the Holy Cross;

M.D., Georgetown University

School of Medicine

Carol W. Mulligan, 1998

Assistant Professor, Social Sciences and Education

B.A., M.A.T., M.Ed., Ph.D., University of New Hampshire

Jody E. Murphy, 2004

Instructor, Business Administration

B.S., Franklin Pierce College;

M.B.A., New Hampshire College

Judith A. Muyskens, 1998

Professor, Humanities

B.A., Central College;

M.A., Ph.D., Ohio State University

Barbara JK Nwacha, 1998

Associate Professor, Fine and Performing Arts

B.F.A., M.A., M.F.A., University of Iowa

Basia M. Pietlicki, 2003

Assistant Professor, Social Sciences and Education

B.A., University of New Hampshire;

M.A., University of Nevada;

Psy.D., Forest Institute of Professional Psychology

Anne Ponder, 1996

*President of the College, Professor,
Humanities*

B.A., M.A., Ph.D., University of
North Carolina at Chapel Hill

Mary Ann Powers, 2004

*Adjunct Instructor, Fine and
Performing Arts*

A.B., Assumption College;
M.A., Boston University;
M.A., Cornell University

Anthony N. Quinn, 1991

*Assistant Professor, Chair,
Business Administration*

B.S., Cornell University;
M.S., University of Vermont

Allan Rachlin, 2002

*Adjunct Associate Professor, Social
Sciences and Education*

B.A., State University of New York;
M.A., Arizona State University;
Ph.D., State University of New York

Paul Regan, 2004

*Adjunct Instructor, Fine and
Performing Arts*

B.F.A., Massachusetts College of Art

Gary Robinson, 1975

*Adjunct Instructor, Fine and
Performing Arts*

B.A., Franconia College

William G. Ross, 1998

*Assistant Professor, Exercise and
Sport Sciences*

B.S., Keene State College;
M.A., Adelphi University

Pam Sanborn, 1999

*Adjunct Instructor, Exercise and
Sport Sciences*

B.S., Colby-Sawyer College;
B.A., Pepperdine University

Jill Silos, 2004

*Assistant Professor, Social Sciences
and Education*

B.S., University of Connecticut;
M.A., University of Colorado;
Ph.D., University of New Hampshire

Betsy Spencer, 2000

Adjunct Instructor, Humanities
B.A., M.A., University of New
Hampshire

Nicole Stark, 2002

*Adjunct Instructor, Fine and
Performing Arts*

B.S., The College of Saint Rose

Thomas P. Stark, 1999

*Assistant Professor, Business
Administration*

B.S., Northeastern;
M.B.A., Harvard University

Ann Page Stecker, 1980

Professor, Humanities

David H. Winton Endowed Chair

A.B., Randolph-Macon
Woman's College;
M.A., University of Virginia

Benjamin B. Steele, 1988

Professor, Chair, Natural Sciences

B.A., Harvard University;
M.S., Utah State University;
Ph.D., Dartmouth College

Peter G. Steese, 1991

Adjunct Assistant Professor, Humanities

B.A., M.A., University of Maryland

Kerstin Stuedefalke, 1990

*Associate Professor, Exercise and Sport
Sciences, and Natural Sciences*

B.S., Pennsylvania State University;
M.S., University of Montana;
Ph.D., University of Exeter

Olivia Storey, 1993

Associate Professor, Humanities

B.A., University of
Massachusetts at Boston;
M.A., Rutgers University;
Ph.D., University of Birmingham

Thomas Stowell, 2002

*Adjunct Assistant Professor, Exercise
and Sport Sciences*

B.S., Springfield College;
M.A., University of Maryland;
M.A., Notre Dame College;
D.C., Northwestern College
of Chiropractic

David G. Swanz, 2000

Adjunct Assistant Professor, Business Administration
 B.S., University of Detroit;
 M.B.A., George Washington University

Deborah A. Taylor, 1976

Professor, Social Sciences and Education
 A.B., Cornell University;
 M.S., Ph.D., Rutgers University

Kathy Taylor, 2004

Adjunct Instructor, Social Sciences and Education
 B.A., M.S., Alfred University

Carrie Thomas, 1998

Assistant Professor, Information Resources
 B.A., Mount Holyoke College;
 M.L.S., Rutgers University

William A. Thomas, 1991

Associate Professor, Natural Sciences
 B.A., Hamilton College;
 M.A., Ph.D., Princeton University

Peter J. Thurber, 2003

Clinical Instructor, Exercise and Sport Sciences
 B.S., University of New Hampshire;
 M.Ed., Plymouth State University

Jenny L. Toonstra, 2004

Clinical Instructor, Exercise and Sport Sciences
 B.A., Calvin College;
 M.A., Western Michigan University

Jean Sawyer Twombly, 1988

Adjunct Assistant Professor, Fine and Performing Arts
 B.S., Susquehanna University;
 M.M., Longy School of Music

Renee Vebell, 2002

Assistant Professor, Nursing
 B.S., Skidmore College;
 M.S., New York University

Eric B. Wadsworth, 1996

Adjunct Assistant Professor, Business Administration
 B.A., Dartmouth College;
 M.B.A., University of New Hampshire;
 C.F.P.; C.P.A.

Mark T. Watman, 2000

Adjunct Associate Professor, Humanities
 B.A., New England College;
 M.F.A., Bennington College

Peter A. White, 2001

Assistant Professor, Natural Sciences
 B.S., University of Massachusetts-Dartmouth;
 Ph.D., Indiana State University

Leland A. Wilder, 1999

Adjunct Assistant Professor, Natural Sciences
 B.A., M.Ed., University of New Hampshire

Margaret C. Wiley, 1998

Assistant Professor, Humanities
 B.S., University of New Hampshire;
 M.A., Ph.D., University of Massachusetts

John C. Wong, 2003

Assistant Professor, Exercise and Sport Sciences
 B.P.E., University of British Columbia;
 M.S., Robert Morris College;
 Ph.D., University of Maryland

Bert Yarborough, 1997

Assistant Professor, Fine and Performing Arts
 B.A., Clemson University;
 M.A., M.F.A., University of Iowa

Jason Zinor, 2004

Adjunct Instructor, Humanities
 B.A., Utica College of Syracuse University

Jennifer W. Zotalis, 2002

Adjunct Assistant Professor, Humanities
 B.A., Luther College;
 M.A., Boston College

Offices of the College

Office of the President

Anne Ponder, President

Office of Academic Affairs and Student Development

Judith A. Muyskens, Academic Vice President and Dean of Faculty

Peter Berthiaume, Director of Campus Safety

William Bitzer, Director of Information Resources

Janet C. Bliss, Director of Windy Hill School

John Callewaert, Director, The Institute for Community and Environment

Robin Burroughs Davis, Assistant Dean of Students and Director of
Citizenship Education

Jean Eckrich, Chair, Exercise and Sport Sciences

David Elliott, Director of English Language and American Culture Program

Janice K. Ewing, Chair, Social Sciences and Education

Jon Keenan, Chair, Fine and Performing Arts

Amy Knisley, Chair, Humanities

Mary McLaughlin-Terry, Director of Residential Education

Carole H. Parsons, Registrar

Tony Quinn, Chair, Business Administration

David A. Sauerwein, Dean of Students

Benjamin Steele, Chair, Natural Sciences

Deborah Taylor, Academic Dean

Kathy Taylor, Director of Career Development and Internships

Nancy Teach, Director of Academic Affairs and International Programs

TBA, Chair, Nursing

Carrie Thomas, College Librarian

Susan Tosh, Director of Operations

Jacqueline Webb, Director of William T. Baird Health and Counseling Center

Sharon Williamson, Director of Campus Activities

Jennifer Zotalis, Director of Learning Services

Office of Enrollment Management

Joseph Chillo, Vice President for Enrollment Management
and Dean of Admissions

Rick Ellis, Director of Admissions

Beth Bryant Camp, Senior Associate Director of Admissions

Scott Magrath, Associate Director of Admissions

Jolene Mitchell, Dean of Financial Aid

Office of Administration

Douglas G. Atkins, Vice President for Administration

Laura Alexander, Director of Dan and Kathleen Hogan Sports Center

Mike Heffernan, Director of Sodexho Food Services

Adam Kamras, Director of Sports Information

Lisa Lacombe, Director of Recreational Sports

Deborah Field McGrath, Director of Athletics

Mario Oliveira, Director of Sodexho Facilities Services

Christine Riley, Director of Human Resources

Kim White, Manager of Follett Bookstore

Office of Business and Finance

Douglas W. Lyon, Treasurer

Judith Conduct, Director of Institutional Research

Karen Bonewald, Business Office Manager

Office of Advancement

Donald A. Hasseltine, Vice President for Advancement

Elizabeth A. Cahill, Director of Development

Gaye LaCasce, Director of Alumni Relations

David R. Morcom, Executive Director of Publications

Kimberly Slover, Director of Communications

Colby-Sawyer Alumni Association

The Colby-Sawyer Alumni Association comprises the 14,000 alumni of Colby Academy, Colby Junior College, Colby-New Hampshire College, and Colby-Sawyer College. Students who attend the college for at least one year are considered alumni, and become part of the Alumni Association.

The Alumni Association, through its hundreds of volunteers, works to support the college in many ways, including student recruitment, legacy scholarships, Annual Fund, regional events and educational programming, career development, professional networking, and mentoring. The goal of the Office of Alumni Relations is to provide the opportunity for alumni to maintain ties with the college as well as with one another.

For further information, please contact:

Gaye LaCasce

Director of Alumni Relations

Telephone: (603) 526-3724 or (800) 266-8253

E-mail: alumni@colby-sawyer.edu

Web site: www.colby-sawyer.edu/alumni-friends

Parent and Family Relations

The Parent and Family Relations Office at Colby-Sawyer College seeks to guide and support the parents and family members of Colby-Sawyer students. The college recognizes the important role that parents and family members play in the daily lives of students. The partnership between parents and family members and the college is important because ultimately the same goal is shared: student success. To gain information or learn of opportunities for involvement, parents and family members may contact:

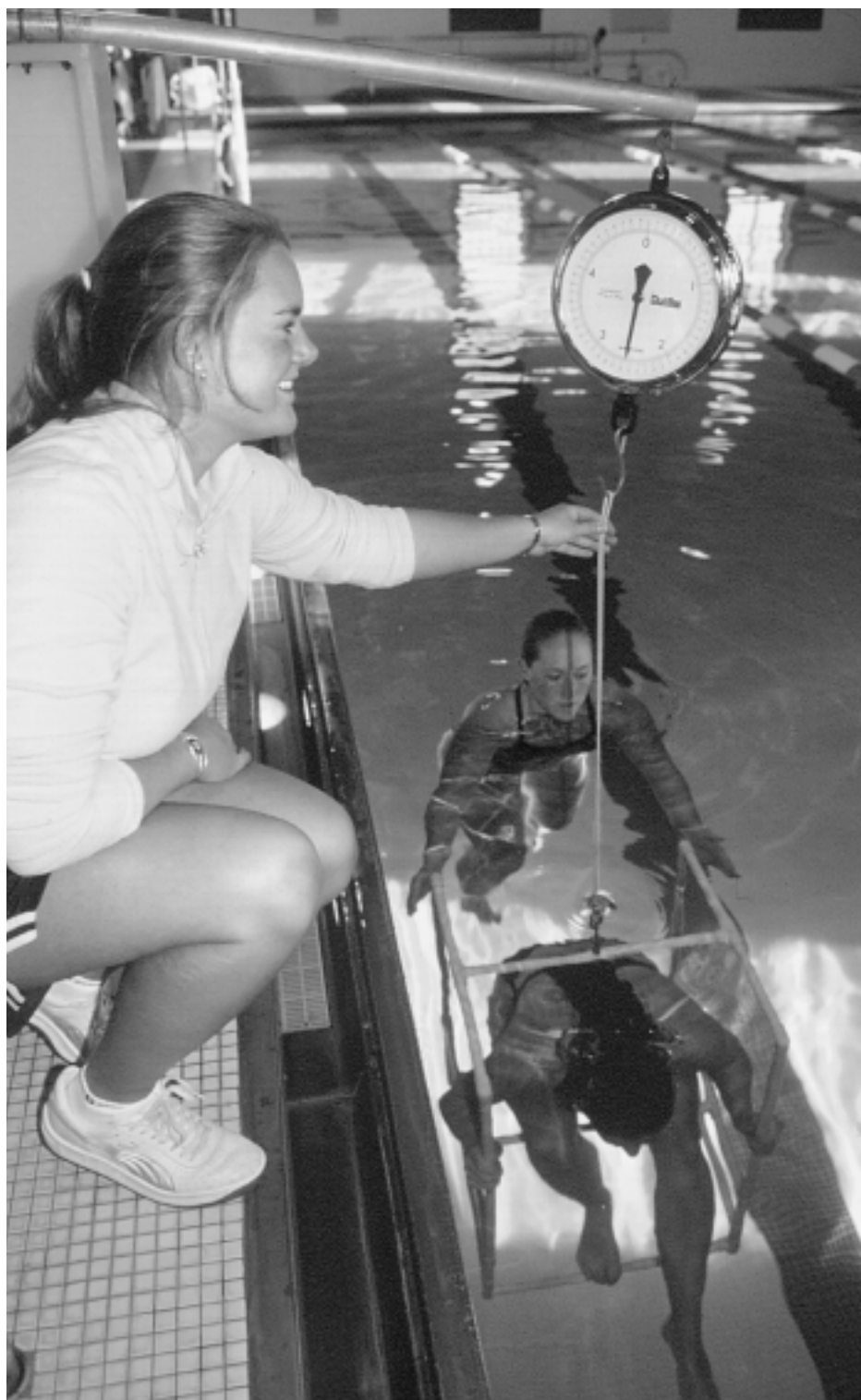
Katherine Lynk

Parent and Family Relations Administrator

Telephone: (888) 514-8262 or (603) 526-3411

E-mail: parents@colby-sawyer.edu

Web site: www.colby-sawyer.edu/admissions/parents



Index

A

Academic Advising 186
 Academic Advisors 210
 Academic Awards 182
 Academic Development Center 186, 210
 Academic Honesty 173
 Academic Policies 165
 Academic Probation 171
 Academic Renewal 179, 198
 Academic Review Board 172
 Academic Support Services 186
 Accreditation ii
 Adding Courses 176
 Admissions 194
 Academic Renewal 179, 198
 Advanced Placement 196
 Campus Visit Program 194
 Deferred Admission 196
 Early Honors Program 196
 Early Notification Program 195
 International Students 196
 Mid-Year Entrance 198
 Non-Degree Students 198
 Procedures 194
 Re-enrolling Students 196
 Requirements 194
 Students Intending to Major in Nursing 197
 Transfer Guidelines for Nursing 197
 Transfer Policy for Athletic Training Program 198
 Transfer Students 197
 Alpha Chi 185
 Alumni Association 234
 American Studies Courses 26
 American Studies Minor 26
 Annual Charges 204
 Art Courses 32
 Art History Minor 32
 Art Majors 27
 Associate Degree Program 24
 Athletic Eligibility 172

Athletic and Recreational Facilities 12
 Athletic Training Program 101
 Athletics 217
 Auditing Courses 168
 Awards 182

B

Baccalaureate Degree Programs 23
 Baird Health and Counseling Center 7, 210
 Biology Courses 43
 Biology Major 41
 Biology Minor 43
 Board of Trustees 224
 Bookstore 210
 Business Administration Courses 50
 Business Administration Major 48
 Business Administration Minor 50

C

Calendar iv
 Campus Activities 210
 Campus Directory 221
 Campus Facilities 7
 Campus Safety 211
 Career Development Center 187, 211
 Cash Machines 211
 Chemistry Courses 57
 Child Care 211
 Child Development Courses 61
 Child Development Major 59
 Child Development Minor 60
 Class Standing 171
 Classroom Responsibilities 173
 CLEP (College-Level Examination Program) 167
 Clubs 211
 Code of Community Responsibility 213
 College Governance 222
 College Vans 213
 Communication Studies Courses 66
 Communication Studies Major 64
 Communication Studies Minor 66
 Community and Environmental Studies Courses 76

Community and Environmental Studies
 Major 74
 Community and Environmental Studies
 Minor 75
 Computers 213
 Computing Course 80
 Counseling Center 7, 210
 Course Credit and Course Load 167
 Course Offerings 25
 Credit and Exemption
 Examinations 167
 CSC ID Debit Account 214
 Curriculum 15

D

Dance Courses 81
 Dean's List 185
 Directory Information Public
 Notice 181
 Dismissal 171
 Double Major 180
 Dropping Courses 176

E

Economics Courses 82
 Education 83
 Education Courses 89
 Educational Leave of Absence
 Policy 177
 Emeriti 225
 Employment Opportunities 202
 English as a Second Language 100
 English Courses 93
 English Language and American Culture
 Program 187
 English Major 91
 English Minor 93
 Examinations 177
 Excelsior College 167
 Exemption Examinations 167
 Exercise and Sport Sciences
 Courses 106
 Exercise and Sport Sciences Programs
 Major 100
 Exercise Science Program 104
 Exploration Areas and Courses 17

F

Faculty 226
 Family Rights and Privacy Act (FERPA)
 180
 Fees 205
 Financial Aid 199
 Entering Students 199
 Loss of Eligibility 200
 Policy 199
 Renewal of Awards 199
 Scholarships, Grants, and Loans 200
 Financial Information 203
 Fine Arts Center 9
 Fine and Performing Arts
 Courses 116
 Food Services 214
 French Courses 128

G

Government Courses 116
 Grade Appeal 170
 Grading System 168
 Graduation Requirements 166
 Grants 201
 Graphic Design Courses 32
 Graphic Design Major 30

H

Health and Counseling Center 7, 210
 History Courses 119
 History Minor 119
 History of Colby-Sawyer 6
 History, Society and Culture
 Courses 123
 History, Society and Culture
 Major 117
 Hogan Sports Center 8, 214
 Honor Societies 185
 Honors and Awards 182
 Honors Program 188
 Humanities Courses 124

I

Identification Cards 215
 Independent Study 191

Information Management and
Technology Courses 125
Information Management and
Technology Minor 125
Interdisciplinary Studies 126
International Students 196
Internships 189

K

Key Association 212
Keys 215

L

Leadership Awards 184
Learning Disabilities 186
Leave of Absence Policy 177
Lethbridge Lodge 9, 215
Liberal Education Program 16
Library/Learning Center 8, 215
Loans 202

M

Mail 216
Major Acceptance 179
Major Programs 23
 Art 27
 Biology 41
 Business Administration 48
 Child Development 59
 Communication Studies 64
 Community and Environmental
 Studies 74
 English 91
 Exercise and Sport Sciences 100
 Graphic Design 30
 History, Society and Culture 117
 Nursing 130
 Psychology 147
Mathematics Courses 126
Merit Awards 200
Mid-Semester Grades 176
Minor Programs 24
 American Studies 26
 Art History 32
 Biology 43

Business Administration 50
Child Development 60
Communication Studies 66
Community and Environmental
Studies 75
English 93
History 119
Information Management and
Technology 125
Philosophy 143
Psychology 148
Sociology 155
Studio Art 32
Theatre 157
Women's Studies 159
Writing 161
Mission Statement 2
Modern Languages 128
Music Courses 129

N

Non-Degree Students 198
Nursing Courses 133
Nursing Major 130

O

Off-Campus Course Work 167
Offices of the College 233
Organizations 211

P

Parent and Family Relations 234
Parking 216
Part-time Status 177
Pass/Fail Option 170
Pathway and Courses 136
Philosophy Courses 144
Philosophy Minor 143
Physics Courses 146
Psi Chi 185
Psychology Courses 148
Psychology Major 147
Psychology Minor 148

R

Recreational Sports 218
 Recreational Facilities 12
 Refunds 206
 Release of Educational Records 180
 Religious Studies Courses 153
 Repeating Courses 170
 Residence Halls 11
 Residence Requirements 166
 Residential Education 216
 ROTC Programs 192

S

Satisfactory Academic Standing 171
 Satisfactory Progress 170
 Sawyer Fine Arts Center 9
 Scholarships 200
 Science Courses 154
 Service Awards 184
 Sigma Theta Tau 185
 Sociology Courses 155
 Sociology Minor 155
 Spanish Courses 129
 Special Academic Programs 187
 Special Events 217
 Special Fees 205
 Sport Management Program 105
 Sports 217
 Sports Center 8, 214
 Stepping Stone
 Options and Courses 138
 Student Academic Counselors 186
 Student Art Exhibits 32
 Student Classroom
 Responsibilities 173
 Student Employment 202, 218
 Student Exchange 189
 Student Government
 Association 213
 Student-designed Majors 23
 Student Services 209
 Studio Art Minor 32
 Study Abroad 191
 Suspension 171

T

Teacher Preparation Programs 84
 Art 86
 Early Childhood Education 84
 English Language Arts 87
 Social Studies 88
 Teaching Assistantships 190
 Telephone Service 218
 Theatre Courses 157
 Theatre Minor 157
 Transcript Policy 179
 Transfer Policy for Athletic Training
 Program 103
 Transfer Procedures for
 Nursing 132
 Transfer Students 197

W

Ware Campus Center 10, 219
 Wesson Honors Program 188
 Windy Hill School 10
 Withdrawal Policy 178
 Women's Studies Courses 160
 Women's Studies Minor 159
 Writing Courses 161
 Writing Minor 161



Colby-Sawyer College

541 Main Street
New London, NH 03257-4648

www.colby-sawyer.edu

Non-Profit
Organization
U.S. Postage
PAID
New London NH
Permit No. 4



Colby-Sawyer College



*Learning
Among
Friends*

© 2004 Colby-Sawyer College